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ABSTRACT

In its second year of operation (1986-87), the Missouri Coalition for Adult Literacy (MCAL) greatly expanded its scope and services. Factors contributing to this expansion include the attention generated by Project Literacy U.S. (PLUS) and the use of the Job Training Partnership Act as a funding source. Program accomplishments include the following: (1) creation of a statewide literacy hotline with three incoming lines and a two-person staff working 12 hours daily and 8 hours on weekends to disseminate information about literacy programs and sign up volunteers; (2) cooperation with PLUS, the literacy effort initiated by the Public Broadcasting System and the American Broadcasting Cooperation, which aired documentaries about MCAL on their affiliate stations and set up task forces in eight cities across Missouri, fostering linkages among agencies providing literacy programs; (3) expansion of services and programs--from 22 to 29 adult basic education programs, with an increase from 458 to 1,288 volunteers serving 1,323 functionally illiterate adults; (4) expanded cooperative service provision with the Job Training Partnership Act, the State Division of Social Services, and various local government and private agencies; and (5) creation of a database of statistical information on trained volunteers, number of hours volunteers spent with students, and amount of money saved for the state of Missouri. (This document contains 11 appendixes of project materials and an annotated bibliography.) (KC)

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ANNUAL REPORT

OF THE MISSOURI COALITION FOR ADULT LITERACY

JUNE 1987

A "310" Project in cooperation with the Department of Elementary and Secondary Education and JTPA in Missouri.

Submitted

by

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and

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GOALS AND OBJECTIVES
MISSOURI COALITION ON ADULT LITERACY

GOAL I	ESTABLISH AND SUPERVISE FIVE REGIONAL AREAS TO PROVIDE SUPPORT TO ABE PROGRAMS IN OPERATING LITERACY PROGRAMS THROUGHOUT THE STATE.
OBJECTIVE I	Establish five regional areas to support ABE programs' literacy efforts.
OBJECTIVES II	Employ a part-time area literacy coordinator for each of the five regional areas.
OBJECTIVE III	Area coordinators will assist local ABE programs in locating, tracking, training, and utilizing literacy volunteers.
OBJECTIVE IV	Area coordinators will assist local ABE programs in establishing local literacy groups and coalitions to complement and support local literacy efforts.
OBJECTIVE V	Assist local ABE programs in setting up and conducting state approved twelve hour Laubach tutor training programs.
GOAL II	MAINTAIN A DATA BASE OF ABE PROGRAM LITERACY ACTIVITIES.
OBJECTIVE I	Provide an update to the state adult education office each month of literacy activity in each region by ABE programs.
OBJECTIVE II	Maintain, by region, an up-to-date list of active Laubach trained volunteers.
GOAL III	COORDINATE THE STATEWIDE ACTIVITIES OF THE PLUS TASK FORCES IN COOPERATION WITH THE STATE ADULT EDUCATION OFFICE.
OBJECTIVE I	Coordinate the activities of the state PLUS Committee.
OBJECTIVE II	Establish and operate an 800 number HOTLINE to act as a clearing house for literacy inquiries.
OBJECTIVE III	Operation of HOTLINE hours will be established and agreed upon by the state ABE director and the project director.

OBJECTIVE IV — Mail out to the appropriate ABE program, standardized information for follow-up by local ABE program.

OBJECTIVE V — Provide duplicate lists of 800 line inquiries to area coordinators for use in checking whether local ABE programs are following up on literacy inquiries.

✓ GOAL IV — Provide additional literacy related services to local ABE programs and groups mutually agreed upon by the project director and the state director of adult education.

✓ GOAL V — Provide a final report and evaluation of program.

OBJECTIVE I — Provide twenty-five copies of the project's final report within thirty days of June 30, 1987.

OBJECTIVE II — Provide for a project evaluation in cooperation with the state office of adult education within thirty days of June 30, 1987.

MISSOURI COALITION FOR ADULT LITERACY

ANNUAL REPORT 1986-87

INTRODUCTION

In its second year of operation the Missouri Coalition for Adult Literacy (MCAL) has greatly expanded its scope and services. The attention and interest generated by Project PLUS helped to sensitize communities and inspire people to seek help or to offer it, while the statewide Hotline provided a free and easy way to do this.

Another significant factor contributing to MCAL's expanded services and greater effectiveness has been the participation of the Job Training Partnership Act as a funding source. This enabled increased cooperation among literacy and social service providers, targeting a hard-to-reach population in great need.

The database, hotline, and NEWSLINE aided the coordination and communication efforts of the staff. Throughout the project, success can be directly related to the conscientious efforts of staff. Area coordinators were responsible for coordinating and conducting Laubach workshops in addition to speaking about literacy to social and civic organizations. Office personnel were responsible for answering the hotline and mailing information and training booklets throughout the year. Everyone, including Adult Basic Education Directors, gave volunteer hours to the success of this project.

Overall, 1986-87 has been notable for greatly increased cooperation and coordination among literacy service providers themselves, as well as among literacy service providers, social service providers and community groups. It has been a year of unification and cohesion as many disparate interests came together in the fight against illiteracy.

As we move into the third year of this project, we

anticipate many changes to improve the quality of service as well as the quantity of persons served through ABE literacy programs.

PROGRAM ACCOMPLISHMENTS

* STATEWIDE LITERACY HOTLINE

Missouri's statewide literacy Hotline began operation in September of 1986 with 3 in-coming lines and a 2-person staff working 12 hours daily and 8 hours on

Saturday and Sunday. The Hotline's first week of operation coincided with the beginning of Project PLUS programming, resulting in over 1000 calls in that first week.

Prior to this time, tri-color, three page NCR forms were developed for use in gathering information from Hotline callers and disseminating that information to Adult Basic Education Directors and MCAL Area Coordinators. These forms are still in use today and have proven efficient and cost effective tools for effectively tracking and evaluating Hotline activities.

Information packets were also developed for Hotline callers seeking volunteer opportunities or simply requesting information. These were sent to Adult Basic Education Directors for dissemination to callers from their areas. Use of these packets has been optional based on the director's determination of need in his or her particular area. As ABE programs run the gamut from very urban to very rural, it was determined that each director should have as much input on the operation of his or her literacy component as possible, with guidance and aid available from MCAL staff.

The Hotline remains one of the most successful

aspects of Missouri's literacy effort. To date, the Hotline has received 1,899 calls from Missourians wishing to volunteer and 1,919 calls from those wishing to learn to read. All calls were returned within two weeks and all students were assigned to a program.

* **PROJECT PLUS**

Project Literacy U.S., the literacy effort initiated by the Public Broadcasting System and the American Broadcasting Corporation, was probably the largest single factor contributing to MCAL's expanded activities. Working with local ABC and PBS affiliates, MCAL convened Task Forces in 8 cities across Missouri, each headed by the director of Adult Basic Education in that city.

As a direct result of PLUS, television documentaries were aired on PBS and ABC affiliates in St. Louis, Kansas City and surrounding areas. MCAL staff were interviewed on many radio stations and MCAL and ABE personnel were quoted in newspaper and magazine articles across the state, resulting in a huge increase in public awareness. In

addition, local Task Forces were instrumental, in many areas, in setting up literacy coalitions and in coordinating private and public sector literacy activities.

In St. Louis, issues of turf and philosophical differences were overcome in the development of a cooperative proposal submitted to the Urban Literacy Development Fund which awarded the area $31,450 to implement the area-wide plan. The plan is designed to capitalize on the potential of the PLUS Task Force by nxpanding and refocusing the Task Force's committees with the purpose of developing and acting on a public policy plan. This plan will include expanded inter-agency activities, increased corporate awareness and participation in literacy issues, development of public and private resources and further involvement of Missouri's libraries in literacy resource development.

In Kansas City, the PLUS Task Force was instrumental in the success of Project Literacy, a program for teaching people how to read through the use of newspapers. Co-sponsored by the Kansas City Star and Adult Basic Education, this program demonstrates the possibilities available in the teaming of public and private sector efforts. Now in its second year, the Kansas City Plus Task

Force has been a primary force in enlisting the sponsorship of H.&R. Block for the I.B.M. PALS program to operate in 1988 in Kansas City area Adult Basic Education sites.

The focus for Project PLUS in 1987 will be on the areas of workplace literacy, civic literacy and youth and literacy. With MCAL's expanded services and cooperative programming these issues have begun to be addressed and will be further developed with help from national and local PLUS efforts.

* **EXPANDED SERVICES AND PROGRAMMING**

MCAL activities increased greatly in the 1986-87 year. The number of Adult Basic Education programs reporting in to the program grew from 22 to 29. The number of volunteers working in those programs increased from 458 to 1,288, serving 1,323 functionally illiterate adults. While volunteers contributed 11,876 hours to the literacy effort in 1985-86, that number grew to 34,084 during 1986-87. The diligence and dedication of these volunteers saved the state of Missouri $61,351.20 in the last year.

To a great extent, the increase in volunteer

activities can be attributed to the public awareness efforts of Project PLUS. But, while this expanded awareness was necessary, it occurred very rapidly, leaving MCAL overloaded with volunteers in need of training and students in need of tutors. In an effort to streamline the process of getting students and tutors together, a Volunteer Information sheet was developed to aid in screening prospective volunteers. In addition, eleven new Tutor Trainers were trained to meet the increased demand. Tutor Training workshops were further facilitated through cooperative efforts between MCAL and Laubach Literacy Councils, providing more training resources for both groups.

*** EXPANDED COOPERATIVE SERVICE PROVISION**

In April of 1987, Job Training Partnership Act became a 40% sponsor of the Missouri Coalition for Adult Literacy. In keeping within the terms of the contract with JTPA, each of MCAL's seven Area Coordinators made contact with all offices within their jurisdictions of the Division of Family Services, Division of Employment Security, JTPA, Private Industry Councils, etc. The Area Coordinators were instrumental in establishing local literacy groups and

coalitions to complement and support local literacy efforts. The establishment of firm interagency cooperation has resulted in increased referrals among service providers and improved services to clients.

The State Division of Social Services gave a great boost to literacy awareness among state employees, Unemployment recipients and recipients of Aid to Families of Dependent Children by producing cartoons and messages which were inserted in envelopes with monthly checks. This was especially effective in the recruitment of students; within the first week of this program, almost 200 calls were received from AFDC recipients requesting reading assistance.

In St. Louis and St. Louis County, interagency cooperation has resulted in the development of plans for a Comprehensive Adult Learning Center model specifically designed to recruit and retain those clients who have not been adequately served by currently existing programs due to problems of transportation, child care and self-esteem.

MCAL has also interfaced around the state with organizations such as Women's American ORT, RSVP, Altrusa, Jr. League, Rotary, FELT, Lions and Lioness Clubs, En

Avant Society, Laubach Literacy Action, American Association of Advertising Agencies, American Federation of Teachers, Education Commission of the States, American Newspaper Publishers, American Library Association, Business Counsil for Effective Literacy, Coalition for Literacy, Corporation for Public Broadcasting, Kiwanis, KSDK Multimedia, Private Industry Councils, PTA, Urban League, Project Plus and United Way.

* **STATISTICAL DATA**

Throughout the 1986-87 year, MCAL has kept a database of statistical information on trained volunteers, number of hours they spend with their students and the number of dollars saved by the volunteers for the state of Missouri. These figures were disseminated to the Department of Adult Education, Adult Basic Education Directors and Area Coordinators on a monthly basis.

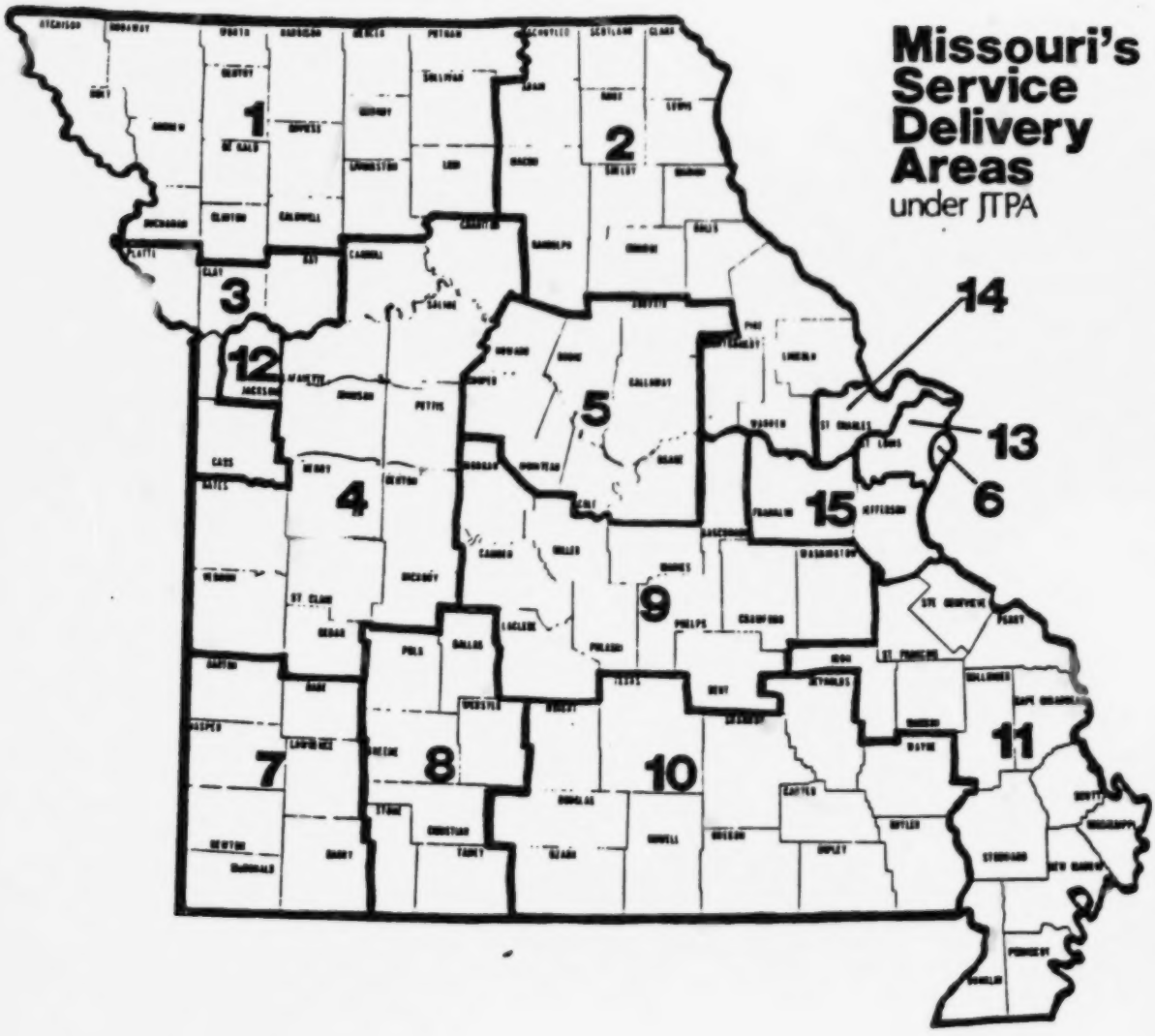
In addition to these figures, a demographic survey was conducted in an attempt to discern information about the students involved in MCAL's programs. This study is still in its beginning stages, but much significant information has already been gathered. A copy of the preliminary findings of this study is included in this

report.

Although this was just a survey and should not be considered hard fact, we feel that it, has given an indication of who our students are. According to this we are working with predominently white males between the ages of 22 and 40. Most of our students (80%) are working and are not on welfare. Most students have completed at least 6 years of school and less than 10% have a high school diploma. The challenge for the coming year will be to reach more females, and more unemployed persons.

APPENDIX

MAPS


Missouri's
Service
Delivery
Areas
under JTPA
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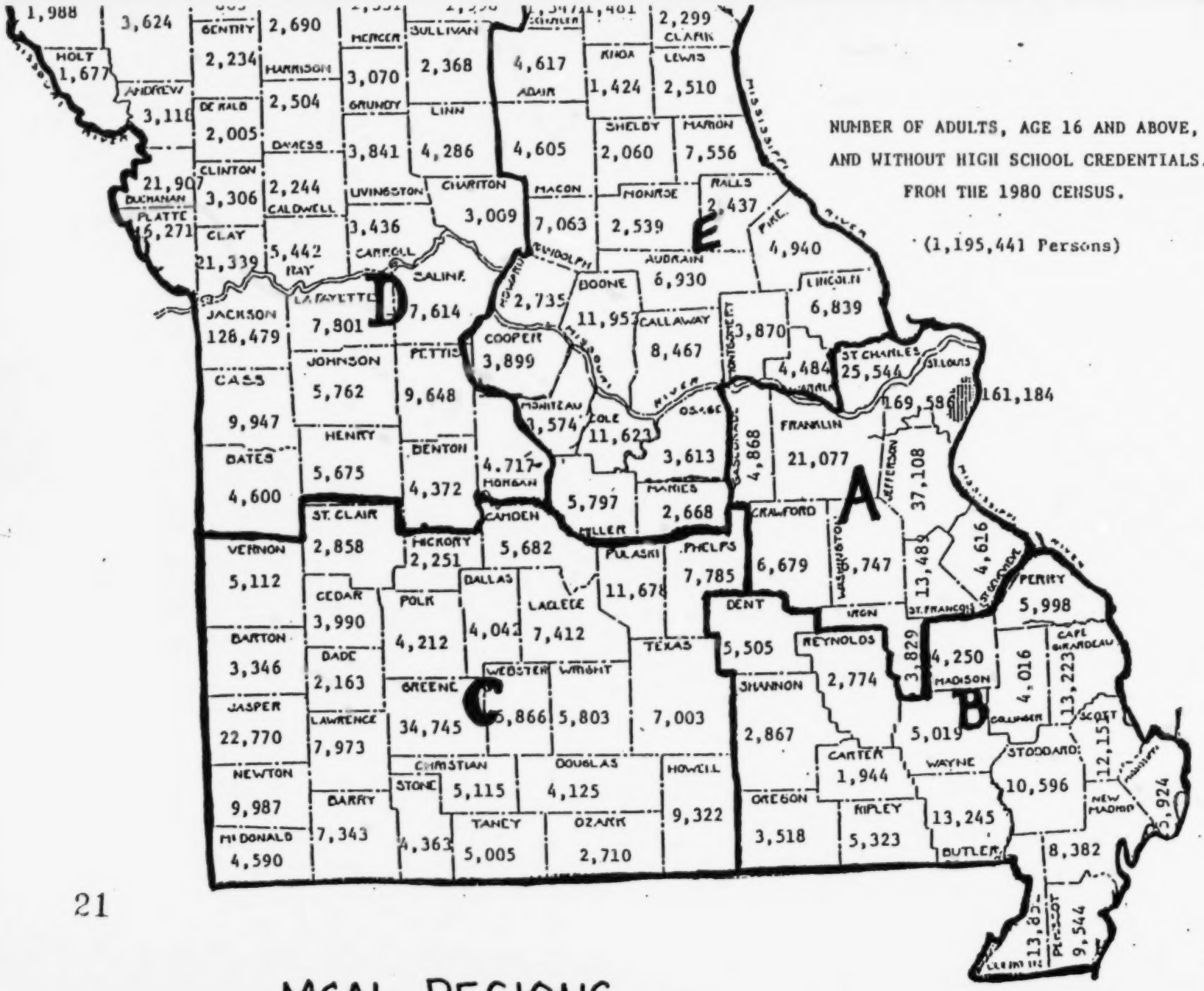
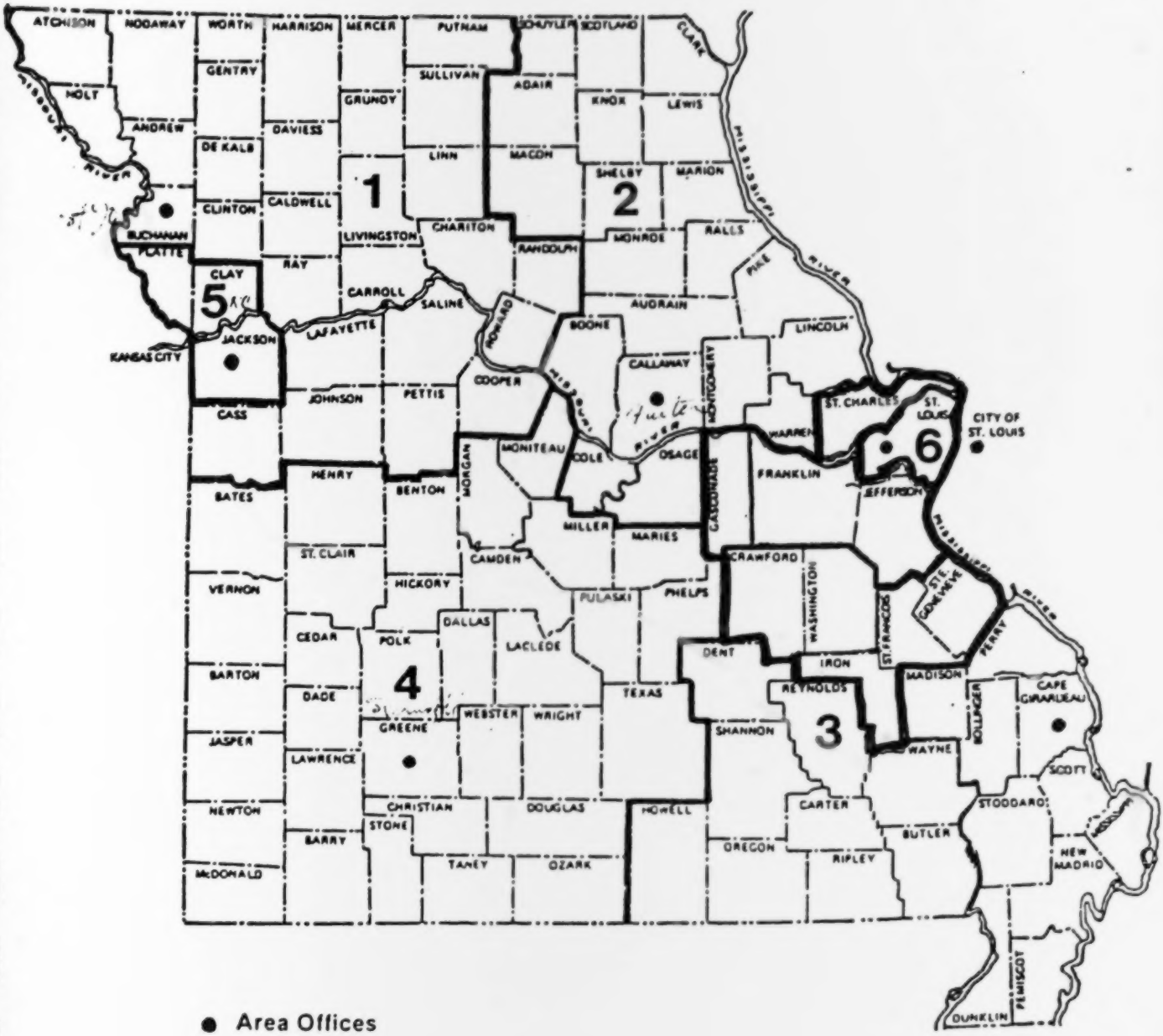


MCAL REGIONS

Missouri
Division of Family Services
Area Offices



● Area Offices

SCOPE OF JTPA WORK

SCOPE OF WORK

MCAL - JTPA PROJECTS

I.

1. The contracting agency will utilize funds available under this contract for five (5) district .5 FTE's. One .5 FTE shall be assigned to each of the five (5) MCAL districts.

2. The contracting agency shall insure that each .5 FTE established shall coordinate the delivery of Adult Literacy Services with existing Adult Basic Education Programs and Basic Education Initiative (BEI) sites within their respective areas of responsibility.

3. Each .5 FTE will promote the coordination and exchange of information and services between MCAL and at a minimum:

   A. Employment Security Offices
   B. Division of Family Services
   C. Adult Basic Education Centers
   D. JTPA Program Operators
   E. Private Industry Councils
   F. Administrative Entities of the Private Industry Councils

4. The contracting agency will submit to the contractor a minimum of two (2) reports regarding the coordination and promotion with the aforementioned entities. One (1) report shall be prepared and submitted no later than thirty (30) days after the sixth (6th) month following the initiation of this project and the final report shall be completed within 30 days of the conclusion of the contract period as an integral part of the closeout report to the contractor.

5. The contracting agency will submit to the contractor on a monthly basis reports regarding the activities of the MCAL program administered by the contracting agency. Such reports should indicate those MCAL participants who are enrolled in JTPA programs. These reports shall utilize the form attached as Exhibit D .

6. The contracting agency shall use funds available under this contract to adequately staff and support a toll-free number to provide information on MCAL, ABE, and BEI programs. Funds utilized by the contracting agency to support the toll-free number shall be commensurate with the activity of said number. Reports shall be submitted to the contractor on a monthly basis regarding the activities of the toll-free number utilizing Exhibit D.

7. The contracting agency will conduct a fiscal end-of-year closeout of projects and submit its report to the contractor no later than July 10, 1987.

8. The contracting agency agrees to submit other reports to the contractor which may be necessary to access the status of this project.

9. The contracting agency agrees to encourage volunteerism within the staffing and instructional areas of the MCAL program and to promote literacy training among volunteers through the instruction of the methods and techniques of Adult Literacy Training.

10. Both parties agree to the provision of technical assistance to the mutual benefit of the purpose of this project.

11. The contracting agency agrees to abide by the Division of Manpower Planning's 8% matching policy. (EXHIBIT F) .

12. MCAL district staff will provide volunteer tutors with the information necessary to identify potential JTPA participants. The names and addresses of those identified will be transmitted to the appropriate JTPA Service Delivery Area (SDA) or program operator office.

II.

1. The contractor shall make available JTPA Title II-A 8% funds as stipulated within Attachment I DESE JTPA 7-1 (Budget Summary) to the contracting agency to support activities under this scope of work.

2. The contractor agrees to provide continuous review of program and fiscal operations of all approved activities under this agreement.

3. The contractor will accept the fiscal reporting form DESE-JTPA-11 (EXHIBIT H) as its fiscal reporting and request form.

4. The contractor will provide training to the MCAL district staff in accessing the JTPA system and other appropriate state and federal programs.

MCAL INTAKE PROCEEDURES

MCAL INTAKE PROCEEDURES

1. Volunteer or student calls MCAL hotline

2. MCAL fills out hotline information form (3 page NCR)

3. (a) White page of information form is sent to ABE Director.

   (b) Yellow page of information form is sent to Area Coordinator.

   (c) Pink page of information form remains at MCAL headquarters.

4. If caller is a student, ABE Director contacts that student immediately to assign him/her to a Basic Skills Class until a tutor can be assigned, or to reasssure the student that a tutor will be assigned as soon as possible. If a student is not assigned to Basic Skills Class, he/she should be contacted regularly until tutor is assigned.

   If caller is a volunteer, ABE Director sends Volunteer Packet to volunteer. Volunteer Packets are obtained from Area Coordinator. These contain (1) letter from ABE Director or Area Coordinator, (2) MCAL Data Sheet, (3) Administrative Volunteer Job Description, (4) Tutor Volunteer Job Description, (5) 8 1/2 x 14 NCR Volunteer Information Sheet.

5. Volunteer returns both copies of Information Sheet to ABE director.

   (a) Volunteers who have shown interest in administrative work can be assigned duties as volunteer coordinators, volunteer screeners or general office help.

   (b) Volunteers who have shown interest in both administrative and teaching work, can be asked to help administratively, and/or as aids in Basic Skills classes, until they are trained as tutors.

   (c) Volunteers who have shown interest in tutoring only should be contacted regularly until they can be assigned to a training workshop.

6. Volunteers are screened by Volunteer Screeners to determine interests, abilities and eligiblity.

7. ABE Director collects 10-20 approved volunteers for training workshop.

8. ABE Director schedules Tutor Training Workshop.

   (a) He/she contacts approved trainers from official list.

   (b) He/she fills out 310 request for $15.30 per trainee, $200 honorarium for trainers.

9. Area Coordinator checks 310 request and fills out check sheet--approves or denies request on basis of check sheet.

   (a) If request is approved, ABE Director orders materials for Tutor Training Workshop from Sun Belt Literacy.

   (b) If request is denied, ABE Director corrects problem and re-submits request.

10. Area Coordinator sends Tutor Training Folders to ABE Director.

11. Tutor Training Workshop takes place. Upon completion of workshop, Lead Trainer sends all necessary data to MCAL.

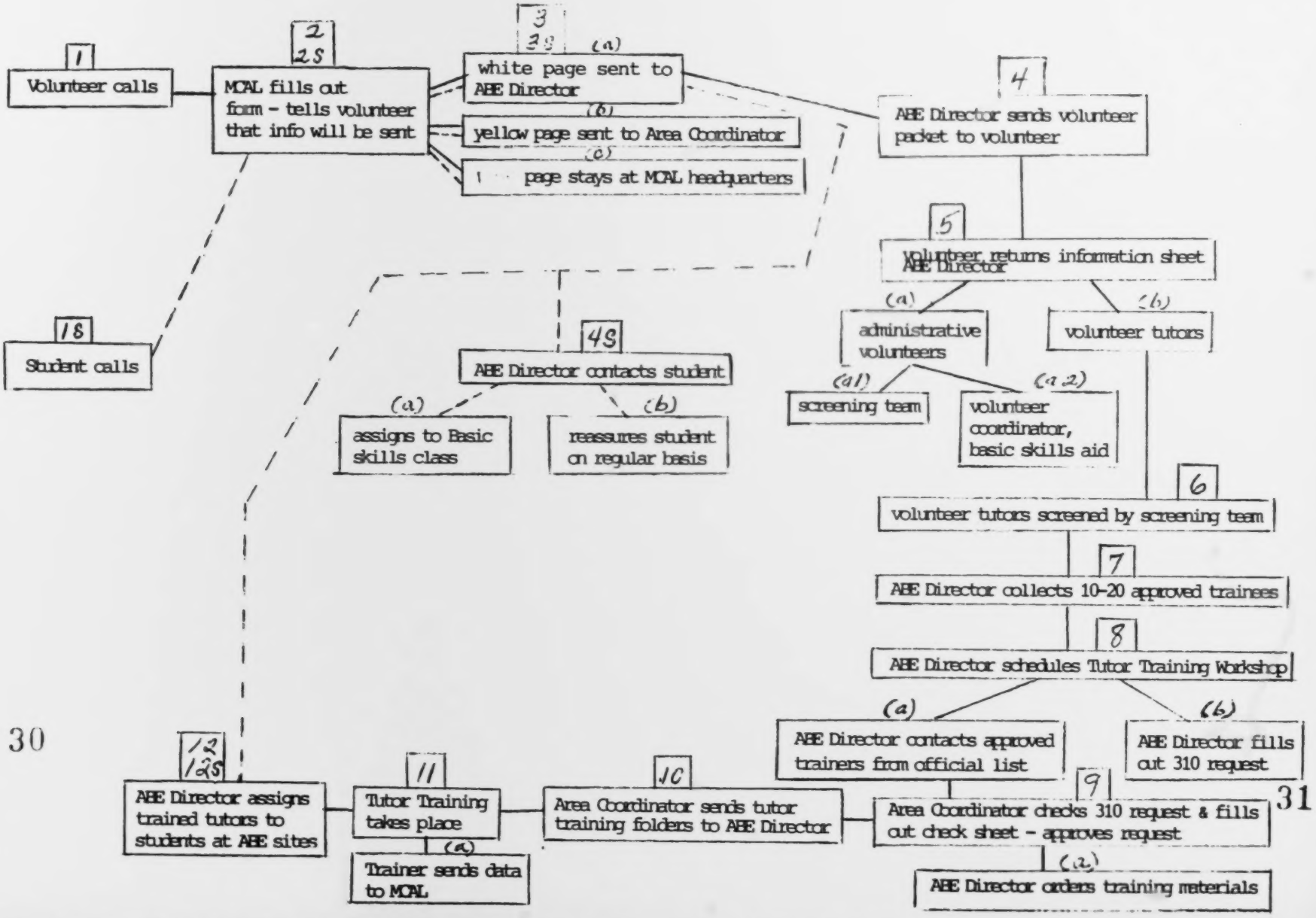
12. ABE Director assigns trained tutors to students at ABE sites.

   (a) Volunteer turns Student/Volunteer Activity Sheet in to ABE Director monthly.

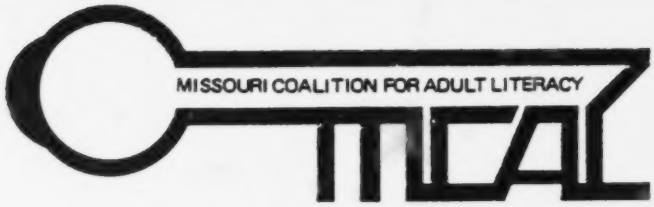
   (b) ABE Director turns Student/Volunteer Activity Sheet in to MCAL monthly.

   (c) MCAL issue monthly status report to ABE Director.

MCAL INTAKE FLOW CHART



VOLUNTEER INFORMATION PACKET



HEADQUARTERS:
The English Language School
7091 Olive Blvd.
University City, Missouri 63130
(314) 727-7396

MCAL FACT SHEET

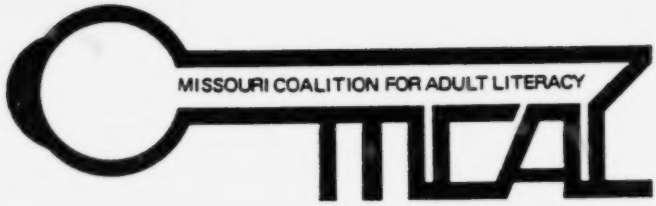
WHAT? The Missouri Coalition for Adult Literacy (MCAL) is Missouri's statewide effort to defeat the problem of illiteracy. It is sponsored by the State Department of Elementary and Secondary Education along with substantial support from business, industry and individuals.

HOW? The Coalition is working to improve literacy in Missouri through the utilization of a large team of **Volunteer Tutors**. MCAL is responisble for recruiting, screening and training these volunteers. **Training** lasts 12 hours (four 3-hour sessions given over a 2-week period) and must be taken by all volunteer tutors, regardless of educational background. **Training and tutoring materials are provided to tutors at no cost.**

Administrative volunteers are equally important in helping to staff and coordinate this program (see enclosed Job Description: Administrative Volunteer). **Training** for administrative support will vary with task and program. Anyone who wishes to help the literacy effort without actually teaching, can put his/her skills and experience to work on the administrative end of the program. Tell us what you can do and we'll tell you how you can help us.

WHERE? Training and tutoring take place at sites throughout the state so no one need go too far from home to help. **All tutoring is done at Adult Basic Education sites** where certified teachers are on hand in case tutors would like to consult with another resource.

WHEN? You will be matched with a student whose schedule is close to yours so that you will be able to work together any weekday and any time that will be convenient for you. We ask that you spend **a minimum of 2 hours per week** with your student, preferably one hour twice a week, as this reinforces learning most effectively. We are also asking that volunteers **commit to at least 4 months of tutoring** to establish a good working relationship with students. Many students develop strong loyalties to their tutors and can become discouraged if those tutors are not consistent in their attendance or work.



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University City, Missouri 63130
(314) 727-7396

ASSIGNMENTS: Volunteers who have been trained as **Tutors will be assigned to Adult Basic Education Programs** near their homes or workplaces. They will be contacted by the Adult Basic Education Director for that area and be placed with an adult who needs to learn how to read. Teaching will be on a **one-to-one** basis although it will take place at Adult Basic Education sites, and tutors will work independently unless they request assistance or input.

Administrative Volunteers will work with Adult Basic Education Directors on site or from the home, depending on the nature of the work being done.

FOLLOW-UP: Once you begin tutoring, you'll be invited to follow-up in-service meetings every 6 to 8 weeks so you can share experiences and ideas with other tutors. We also schedule guest speakers who address problems that may come up in tutoring.

RESOURCES: The Adult Basic Education Director to whom you are assigned will be a great resource and you should feel free to ask him/her any questions. There is also a Literacy Rescource Center at The English Language School in University City, headquarters for MCAL, and you can call for information, guidance, support and empathy. The number is 727-7396 and it's located at 7091 Olive, University City, Missouri 63130.

HEADQUARTERS:
8346 Delcrest
University City, Mo. 63124
1-800-521-7323
(314) 872-1980

VOLUNTEER LITERACY TUTOR

JOB DESCRIPTION

PURPOSE: To help an adult, sixteen years of age or older, to learn to read, gain positive self-esteem, and achieve personal goals through one-to-one personalized instruction.

VOLUNTEER QUALIFICATIONS: Dependable and prompt; interested in helping others, and able to relate to them; literate (professional training unnecessary); flexible, friendly, patient, optimistic, and cooperative; willing to maintain necessary records and make required reports.

COMMITMENT: To participate in a basic 12 hour literacy tutor workshop and any follow-up trainings as requested by supervisor;

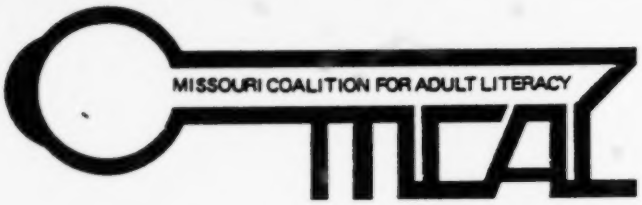
To tutor a student twice a week for 1-1/2 hours each session for a minimum of six months. Lessons should be separated by at least one day. To document student's progress and maintain records.

PLACE OF WORK: Tutoring will occur in an ABE learning center or adjoining room under supervision of an ABE teacher.

DUTIES: Following the training workshop, the tutor will receive a student assignment. The tutor will encourage and support the reader with:

1. Regular and punctual attendance at the assigned meeting place;
2. Individualized reading lessons, planned in advance of the meeting
3. Positive guidance toward mutually defined goals;
4. Support for student's efforts; providing daily success;
5. Listening skills; demonstrating personal concern;
6. Requesting assistance from supervisor or other professional when necessary;
7. Reports to supervisor regularly on studnet progress and/or any change regarding the student's status ie. attandance, schedule, etc.
8. Keep accurate records of student's progress;
9. Provide monthly activity reports by the 5th of each month to the ABE supervisor.

CONFIDENTIALITY: All program or student related information is to be held strictly confidential. Any specific information must be approved by the written consent of the student prior to release outside ABE and MCAL offices. However, general demographic information, etc. will be maintained and shared for research/program purposes.



HEADQUARTERS:
The English Language School
7091 Olive Blvd.
University City, Missouri 63130
(314) 727-7396

JOB DESCRIPTION: ADMINISTRATIVE VOLUNTEER

PURPOSE: To work with literacy service providers in helping them to do their work more efficiently and effectively by providing organizational, clerical and administrative support and assistance.

QUALIFICATIONS: Dependable, well-organized, flexible, good with people, willing to maintain necessary records and make required reports, willing to make telephone contacts.

COMMITMENT: To work with one or more identified literacy service providers, to develop a regular schedule with service provider(s) and maintain that schedule, to work with service providers to develop plan of work, goals and objectives.

PLACE OF WORK: To be determined by service provider and volunteer. Much support work may be done from or in the volunteer's home.

DUTIES: To be worked out and agreed to by both service provider and volunteer.

SUGGESTED TASKS:

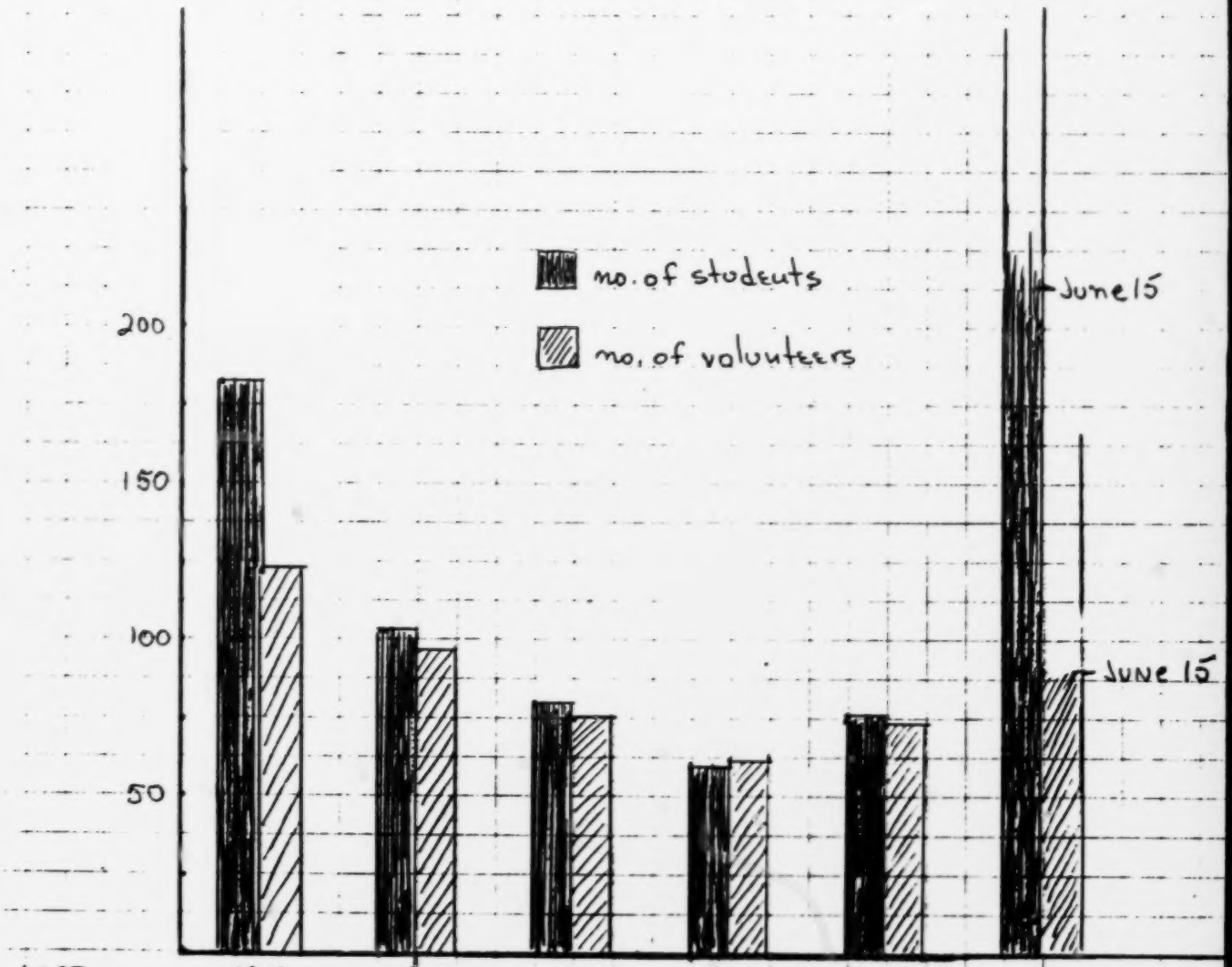
1. Interviewing/screening volunteer tutors
2. Answering literacy hotline
3. Preparing records and paperwork for computer entry
4. Computer data entry
5. Arranging sharing/in-service meetings for volunteer tutors
6. Clerical, library, general office work
7. Information dissemination
8. Tutor/student placement and follow-up

STATISTICS

HOT LINE STATS

1987	AREA A CITY ST.L.	AREA A COUNTIES	AREA B	AREA C	AREA D	AREA E	TOTAL FOR MONTH	TOTAL TO DATE 1242 ST 1440 Vol	TOTAL CALLS 2682
JAN STU	431	621	17	69	221	36	180	1422	
GED				1	26				
VOL	249	930	21	65	224	73	122	1562	2984
AREA TOTAL							302		
FEB STU	34	40	1	5	7	1	102	1524	
GED	2	2	1	0	9	0			
VOL	21	47	1	10	9	8	96 CALLS	1620	3144
AREA TOTAL	S 467 V 270	663 977	19 22	75 75	263 233	37 81	TOTAL 198		
MAR STU	33	26	2	3	6	3	81	1605	
GED	1	0	0	1	5	1			
VOL	12	54	1	3	1	4	75	1695	3300
AREA TOTAL	501 282	689 1031	21 23	79 78	274 234	41 85	TOTAL CALLS 156		
APR STU	20	20	1	5	4	1	58	1663	
GED	1	5	0	0	0	1			
VOL	8	33	2	3	9	5	60	1755	3418
AREA TOTAL	522 290	714 1064	22 25	84 81	278 243	43 90	TOT. CALLS 118		
MAY STU	19	25	3	4	7	2	76	1739	
GED	4	4	0	0	8	0			
VOL	10	41	0	14	3	6	74	1829	3568
AREA TOTAL	545 300	743 1105	25 25	88 95	294 245	45 96	TOT CALLS 150		
JUN STU (to June 23)	91	60	17	13	52	14	254	1993	
GED	4	0	0	1	2	0			
VOL	15	54	7	9	14	20	119	1948	3941
AREA TOTAL	640 315	803 1159	42 32	102 104	348 259	59 116	373		

HOT LINE GRAPH FOR 1987



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Report: AREA TOTALS

6/24/87

Date	ID#	Vol.Name	Hours	X1.80	#Sessions
A	A1	ELS	1666.75	3000.15	1155.00
A	A2	CITY ST.LOUIS	4012.00	7221.60	2058.00
A	A3	FLORISSANT	771.10	1387.98	540.25
A	A4	JEFF COLLEGE	1011.05	1819.89	635.00
A	A5	LEAD BELT	650.60	1171.08	624.00
A	A6	PARKWAY	647.50	1165.50	402.00
A	A7	RITENOUR	636.65	1145.97	395.00
A	A8	RIVERVIEW	228.50	411.30	130.00
A	A9	ROCKWOOD	810.50	1458.90	508.00
A	A91	SULLIVAN	796.75	1434.15	380.00
			11231.40	20216.52	6827.25
B	B1	CAPE	276.00	496.80	197.00
B	B2	EAST PRAIRIE	234.75	422.55	105.00
B	B3	ELLSINORE	0.00	0.00	0.00
B	B4	POPLAR BLUFF	0.00	0.00	0.00
B	B5	SIKESTON	720.25	1296.45	486.00
			1231.00	2215.80	788.00
C	C1	AVA	0.00	0.00	0.00
C	C2	CAMDENTON	0.00	0.00	0.00
C	C3	JOPLIN	0.00	0.00	0.00
C	C4	NEVADA	0.00	0.00	0.00
C	C5	ROLLA	0.00	0.00	0.00
C	C6	SOUTH WEST	1906.60	3431.88	1070.00
C	C7	SPRINGFIELD	887.75	1597.95	617.00
C	C8	WAYNESVILLE	0.00	0.00	0.00
C	C9	WEST PLAINS	496.25	893.25	239.00
			3290.60	5923.08	1926.00
D	D1	BLUE SPRINGS	0.00	0.00	0.00
D	D2	KANSAS CITY	347.50	625.50	280.00
D	D3	MARYVILLE	414.50	746.10	233.00
D	D4	NO. KANSAS CITY	1147.30	2065.14	732.00
D	D5	PARKHILL	0.00	0.00	0.00
D	D6	RAYTOWN	179.75	323.55	103.00
D	D7	ST. JOSEPH	602.75	1084.95	420.00
D	D8	SEDALIA	0.00	0.00	0.00
D	D9	TRENTON	330.25	594.45	213.00
D	D91	WARRENSBURG	0.00	0.00	0.00
			3022.05	5439.69	1981.00
E	E1	COLUMBIA	132.75	238.95	100.00
E	E2	CORRECTIONS	8246.25	14843.25	4150.00
E	E3	HANNIBAL	230.00	414.00	136.00
E	E4	JEFF CITY	1399.50	2519.10	905.00
E	E5	KIRKSVILLE	388.16	698.69	259.00
E	E6	MEXICO	481.00	865.80	342.00
E	E7	MOBERLY	623.00	1121.40	236.00
			11500.66	20701.19	6128.00
			30275.71*	54496.28*	17650.25*

CERTIFICATES

Missouri Coalition
for Adult Literacy

This is to certify that

_____

has completed training
as a literacy tutor

_____ _____

Date Adult Basic Education Center

_____

Project Director

Certificate of Appreciation

Awarded to

_____

for participation in

MISSOURI COALITION FOR ADULT LITERACY

TUTORING PROGRAM

Diana S. Schmidt
MCAL Project Director

_____
Adult Basic Education Director

_____
School Year

NEWSLINES

MISSOURI COALITION FOR ADULT LITERACY

MCAL NEWSLINE

HEADQUARTERS:
The English Langauge School
7091 Olive Blvd.
University City, MO 63130
(314) 727-7396

Vol. 1 No. 3 MCAL NEWSLINE July 1986

THE MEDIA + LITERACY = PLUS

Project Literacy U.S. (PLUS) is progressing in leaps and bounds, as The American Broadcasting Companies, Inc. (ABC) and the Public Broadcasting Service (PBS) prepare for their major media campaign to combat illiteracy. They are cooperating with local task forces throughout the nation to increase visibility of the literacy problem and find effective solutions. Task force conveners in Missouri are: Gene Howes (Kirksville), Karen Drumme (St. Joseph), Dianne McClain (Kansas City), Jim Postlethwait (Warrensburg), Patti Sade (Springfield), Diana Schmidt (St. Louis), and Louise Shepherd (Joplin).

Most task forces have already viewed a pre-recorded teleconference produced by WQED in Pittsburgh outlining upcoming ABC and PBS literacy broadcasts. Plans are under way in all 7 areas of Missouri to make sure that this landmark coalition of two major broadcasters receives support from all sectors of our communities. Good luck to the task forces! Please keep us posted on your progress.

Programs to look for beginning in September . . . . ABC will present a news documentary on illiterate Americans. Subsequent to this, PBS will broadcast a prime time documentary examining successful methods for dealing with illiteracy. The subject will also be covered by "World News Tonight with Peter Jennings," "ABC News Nightline," "20/20," and "This Week with David Brinkley." Public Television will use ongoing projects to contribute to PLUS. These include "The American Ticket," a series being developed by KCET in Los Angeles, and the collaboration of Kentucky and Arkansas state networks to promote registration for GED. More is in the offing, and we'll be sure to keep you informed as soon as specifics are passed on to us.

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LITERACY MONTH IN MISSOURI

In line with National Literacy Month, MCAL has requested Govenor Ashcroft to declare September Literacy Month in Missouri. This will coincide with the broad media coverage which PLUS is launching the same month.

A THESAURUS OF VOLUNTEER THANK-YOU'S

Without the thousands of hours which volunteers generously contribute, Missouri's literacy initiative would not be possible. ABE Directors are finding creative ways of thanking their volunteers. For instance, volunteers from Howard Parker's literacy program were honored at the Southwestern Bell Volunteer Awards Banquet in Sikeston. At the same event, a special award was presented to the local Altrusa Club in part for its cooperation with the ABE literacy program in Sikeston.

Volunteers from Dianne McClain's program in North Kansas City recently received personal letters of appreciation from the Superintendant of the School District and the School Board President. Certificates of recognition were presented by this ABE program to all volunteers, and special certificates were given to those with 5 years of service. Notepads headed "Caring and Sharing" provided an added show of thanks.

Together with Women's American ORT and the Friends of the St. Louis Public Library, MCAL sponsored the first St. Louis area Literacy Forum on April 20. Guest speaker was Barbara Kasdan, member of the Texas Task Force on Adult Literacy and Literacy Chairperson of ORT. At this event, appreciation was shown to literacy volunteers from the entire area. As a token of thanks, volunteers here also received notepads printed with literacy lines as well as greeting cards donated by St. Louis artist Mary Engelbreit.

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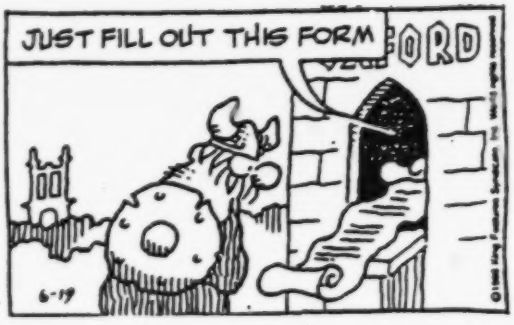
HAGAR—By Dik Browne



MORE LITERACY STATISTICS

According to a survey commissioned by the U. S. Department of Education and conducted by the Bureau of the Census in 1982, it is estimated that between 17 and 21 million U. S. adults are illiterate. This represents an overall rate of 13%. Missouri ranks 29 out of the 50 states for illiteracy among adults, with a general rate of 12%. The test used in this survey is called the Measure of English Language Proficiency and is available at MCAL headquarters.

Earlier statistics distributed by the Department of Education applied the percentage findings of the University of Texas Adult Performance Level Study to the 1980 census and determined that one in five, or 27 million U. S. adults coud not read.

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RECOMMENDED READING

Volunteers: How to Find Them ... How to keep Them. Mike Haines. $4.50
Motivating Volunteers. Larry F. Moore, Editor $10.00.
Keys to Making a Volunteer Program Work: A Guide for Organizations That Use Volunteers. Kathleen M. Brown $6.50.
Marketing Magic for Volunteer Programs. Sue Vineyard $8.95
All of these publications can be ordered from VOLUNTEER - The National Center, 1111 N. 19th St., Suite 500, Arlington, VA, 22209. Tel: (703) 276-0542

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WHO ARE VOLUNTEERS IN THE U.S.?

According to the most recent Gallup Poll on volunteers, nearly half of all adult and teenage Americans offered their services as volunteers in 1985. Their time was valued at $110 billion last year. Fifty-one percent of the volunteers were female and 45% male. Nearly 80% of volunteers were active in nonprofit institutions. The five most popular jobs were: 1) babysitting, 2) assisting the elderly, the handicapped or a social service recipient, 3) driving, 4) singing in or directing a choir, and 5) cleaning or janitorial work.

These findings are published in Americans Volunteer 1985, and can be ordered from Independent Sector, 1828 L. St. NW, Washington, D.C. 20036.

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HOT OFF THE PRESS

Rumors that Missouri is installing its own literacy hotline can now be confirmed. All ABE directors will be sent detailed information on the new 800 number as soon as it is available. Target date is now August 1, 1986.

. . . . AND HOW is the Curtis Greer TV Public Service Announcement faring in your area? In greater St. Louis it has brought many new students and tutors. If the PSA has not yet been distributed to your local TV station please request it at MCAL headquarters.

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ABOUT DYSLEXIA

Did you know that an estimated one in ten Americans is affected by dyslexia? Contrary to popular belief, this and associated learning disabilities are not the result of low intelligence. In fact, Albert Einstein, Thomas Edison, and Woodrow Wilson all were dyslexic. Suggested reading:
Vaillancourt, B. A Special Project for the Development of Assessment and Educational Programming Techniques Serving the Adult Basic Education Student with Learning Disablilities. ERIC Document Reproduction Service No. ED 193 433

Weisel, L. P. Adult Learning Problems: Insights, Instruction, and Implications. ERIC Document Reproduction Service No. ED 193 534.

Both of the above are available through The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

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NEW TUTOR TRAINERS

Missouri now has over 20 new tutor trainers. At a workshop held June 18-20 in Jefferson City, they were prepared for their training responsibilities, while active trainers updated their skills with Plyllis Newland from the Laubach Literacy Action, Syracuse, New York. ABE Directors will be receiving new trainer lists very soon.

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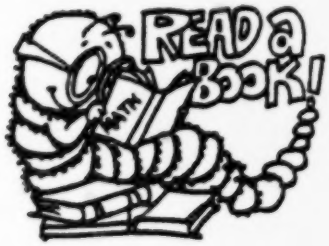

THE NEWSPAPER: AN ADULT READING AID

Can you really learn to read using the newspaper? Judging by Mike Carpino's and Dianne McClain's success with the Kansas City Star, YES. Both programs are boasting great increases in reader/facilitator (student/tutor) teams and noticeable progress among enrollees. In the Raytown/Independence area, Mike proudly tells of two students who began his program two years ago reading on the third grade level. They are both now successful students at the Community College.

Sandy Diamond, of the St. Louis Post Dispatch, agrees that the newspaper is an appropriate tool for teaching adults to read. She made an inspiring second appearance at an MCAL in-service tutor training in St. Louis on May 7.

Are you already using newspapers in your literacy program? If not, please contact MCAL headquarters for information on workshops. The newspaper is an attractive and inexpensive resource for adult learners.

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TRENTON COOPERATES WITH R.S.V.P.

Norma Edson, Trenton ABE Director, now has additional resources to servce her community's literacy needs. The Retired Senior Volunteer Program (RSVP) of Grundy County was one of 22 programs across the U.S. to receive a grant for adult literacy activities from Laubach Literacy Action and B. Dalton Bookseller.

As a sequel to our report in the last Newsline, the first two tutor training workshops sponsored by the En Avant Society in the Lead Belt Area Vocational-Technical School were held in April and May. Congratulations to Dean Smithmier for initiating a surge of activity in that area.

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THE IDEAL EMPLOYER

A St. Louis lawyer referred one of his office clerks to a local ABE literacy program because she showed promise despite her reading and writing deficiencies. After 8 months of faithful work with a tutor, the clerk has improved so much that her employer is now considering more responsible positions for her. In the meantime, he has invited her and her husband to dinner as a personal sign of encourgement. Congratulations to a caring employer and a successful student and tutor!

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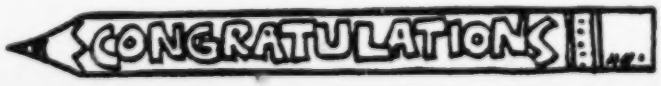
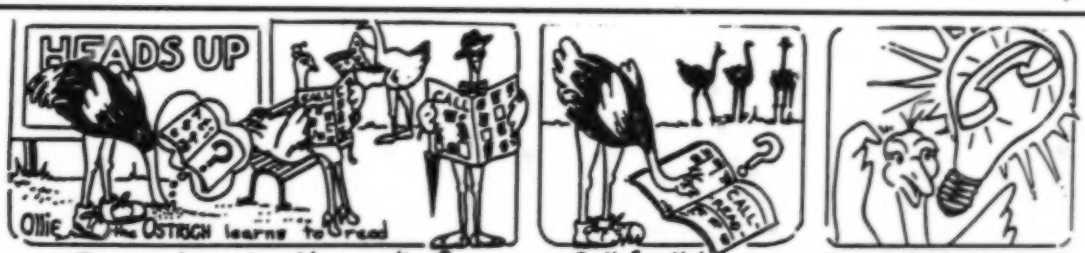


NEWSLINE

MISSOURI COALITION FOR ADULT LITERACY

8346 Delcrest Drive, University City, Missouri 63124 HOTLINE: 1-800-5217323

Vol. 1 No. 4 MCAL NEWSLINE Spring 1987



Ollie Ostrich, new spokesbird for The Division of Social Services, was introduced at The Missouri Literacy Conference. Ollie will appear in Job Security and Family Services mailings.

FIRST ANNUAL STATEWIDE LITERACY CONFERENCE GETS AN "A"

March ended with a new beginning for literacy in Missouri. The Missouri Literacy Conference, held in Jefferson City on March 30 and and 31, was the first of its kind in the state, bringing together representatives from government, voluntary organizations, education, social services, business, and other states.

The first general session was opened by Commissioner of Education, Arthur L. Mallory, who introduced Governor John Ashcroft. Governor Ashcroft praised the state's literacy programs and dedicated volunteers and pledged his support for Missouri's Plan for Literacy Advancement which focuses on literacy at every educational level.

Governor Ashcroft was followed by Dan Lacy, Vice President of the Business Council for Effective Literacy who spoke on literacy activities in business and industry.

Throughout the two days, participants took part in concurrent sessions which covered such subjects as "Students at Risk", "Missouri Volunteer Literacy", "Coordination of Missouri's Literacy Activities", "The Minnesota Adult Literacy Campaign", and "Youth 2000 - Literacy in the Work Force". The first day's activities culminated in a banquet at which Peter Waite, National Director of Laubach Literacy, spoke enthusiastically about the future of the literacy movement and the importance of volunteers in that movement. He also gave special notice to Missouri's Plan for Literacy, praising its foresight and comprehensive nature.

One of the most impressive presentations of the conference, and certainly the most moving, was "A Student's Perspective on Literacy Activities", by Bob Lawrence , a literacy student from St. Joseph. Lawrence told the group of a lifetime of shame, frustration and disappointment leading up to the time when, broke and depressed, he entered an Adult Basic Education program. He spoke with emotion of the work with his tutor and the growth of his self-esteem. After listening to this articulate, self-assured young man, no one could doubt the value of his or her contribution to the literacy effort.

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Literacy student Woodrow Ragland with Missouri Governor, John Ashcroft in Washington, D.C.

NATIONAL GOVERNOR'S ASSOCIATION

The National Governor's Association Winter Meeting in Washington, D.C. focused one session on "Making America Work: Bring Down the Barriers", at which they concentrated on testimony from individuals representing the perceived barriers: Welfare, Illiteracy, Teen Pregnancy, Alcohol and Drug Abuse, and School Dropouts.

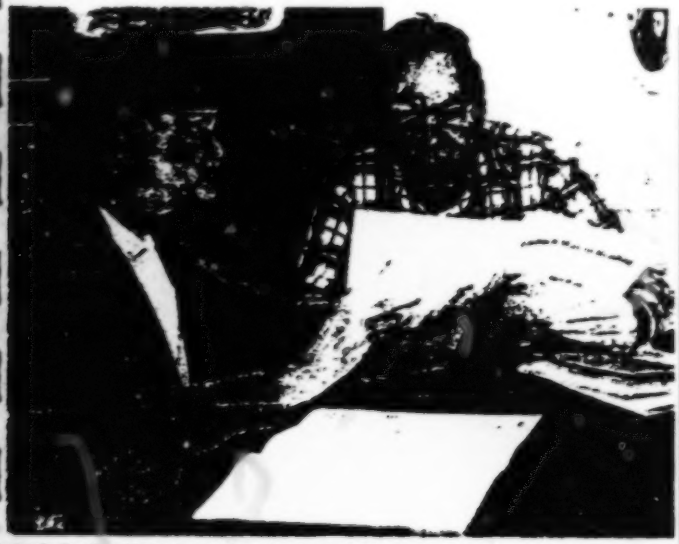
In every instance the individuals testified that the barrier was overcome through education. Prevention and real skills came to them through some form of education.

Missouri's own Woodrow Ragland testified on how terrible it was to be an illiterate adult. He felt left out because he could not read the newspaper and he never really knew what was going on. He said that after dropping out of school in ninth grade he returned to education on several occasions but was always put into a GED class which was too difficult.

Now that he has found a literacy tutor he has begun to learn to read and he testified about how happy this has made his life.

All the people who testified to the Governor s, mentioned how one individual teacher made the difference in their lives. The teacher was someone who conveyed the message that he/she wanted to help and in the process would not pass judgement about the student's dress or lifestyle.

In the session on "Making America Work": Productive People, Productive Policies", the need for integrated services was stressed. Again, Missouri can feel proud that the process of integrating and coordinating our services has begun through the development of the Governor's Advisory Council for MCAL.



Elfrieda Frueh tutoring Frank Knox at Fleur de Lis Nursing Home in Farmington, Mo.

LEADBELT AREA VOLUNTEER PROVES YOU'RE NEVER TOO OLD TO LEARN

Elfrieda Frueh of Farmington, first became aware of volunteer tutoring over a year ago when an 800 number flashed on the television screen. Responding to this number, she was referred to Dean Smithmeier at the Lead Belt Vocational Technical School in Bonne Terre, and later to Mrs. Dorothy Mitchell, a trained tutor. Mrs. Frueh, joined by other area residents, Allyson Hensley and Louise Westmeyer, began their training on two consecutive Saturdays for a total of 12 hours of training.

Because Mrs. Frueh spends a great deal of time at the Fleur de Lis Nursing Home, in Farmington, where her mother resides, she was fortunate enough to find space there to tutor Frank Knox, a resident of Fleur de Lis.

Mr. Knox was born more than 67 years ago in Flat River. He attended school until the third grade, when he was forced to quit for health reasons. He had learned the alphabet and can print and write the letters. Mrs. Frueh has now introduced him to the "Laubach Way to Reading" which is slowly enabling him to put 43 sounds to those 26 letters.

MISSOURI LEADS IN LITERACY

Governor Ashcroft has taken strong steps toward solving the illiteracy problems and the welfare problems in Missouri. By introducing legislation that will require welfare recepients to apply for help in completing their education, our Governor hopes to decrease the number of adults who are dependent in Missouri.

Job Training Partnership Act and Adult Basic Education are funding MCAL as the first step in coordinating the efforts to support this action. We in Missouri can be proud that we are demonstrating cooperation and coordination of efforts that will benefit all of us.

ABE Directors and Volunteers are providing tutoring services to more than 1,575 students who have called the hotline since September.

Lois Frank, using flash-cards to help Minnie Jackson of University City learn to read.

FAN LETTERS

All tutors get frustrated once in a while. The next time that feeling starts creeping up on you, pull out these letters written by graduating student, Minnie Jackson and her tutor, Lois Frank, of the English Language School in University City. We dare you not to get inspired!

WHAT DOES EDUCATION MEAN TO ME

Education means a better way of life. It is very important in everyday life. Reading, math and writing are or should be tools we use throughout our daily activities. These are things or skills we use when driving, shopping, working and at play. So that makes education one of the most important things in our lives. A good education is needed to get a good, stable, secure, well-paying job.

There is no shame in not having a good education and trying to do better by learning. It is a shame not to have one and not try to do anything about it. You miss so much when you can't read.

Now I find myself reading some of everything; books, papers, notes and letters that I used to throw away. That is why I said when a person can't read they miss so much. Reading better has opened up so much more of the world to me.

Lois, thank you so very much for having time to teach me. This means so much more to me than you will ever know. Thank you again and again.

Sincerely,

Minnie

CONTINUED

Dear Minnie,

It's hard to believe that our lessons are coming to an end. I want you to know that I really appreciated your paper on What Education Means to Me. These nine months that we have worked together have been just as satisfying to me as they have been to you.

You have taught me many things. First, that my teaching education is not going to waste even though I don't use it to make a living. You have also shown me and everyone else at the English Language School (and plenty of others on TV as well) that success is possible with determination and a lot of hard work. You have never been too busy or too tired to come to class with a smile and a positive attitude. We have also had a lot of fun together,and that made the lessons much easier and more satisfying. I know that you will continue to learn and to love learning as long as you live, and your children will benefit from this as much as you will.

Please keep in touch with me and let me know how you are getting along. Maybe we can write each other (I promise to correct your spelling and punctuation!!!!!).

Good luck in your next undertaking. I hope it all works out the way you want it to.

Sincerely,

Lois

HELPING YOUR STUDENTS TO VOTE

We are all aware that the literacy tutor and his/her student are able to discuss and change more than just students' reading levels.

An important service we can perform is to make sure that voter registration takes place and that when an election comes along, the opportunity to vote exists. It has been reported that some polling places are not prepared for an illiterate voter's right to take a reader into the booth with him or her.

Tutors can make sure that any students who wish to vote may do so by checking with the local Board of Election Commissioner. In some instances the volunteer may wish to accompany the learner to the poll. We should never influence how the student votes, but we can encourage students to exercise their democratic right to vote.

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On November 6, 1986, the **MISSOURI FEDERATION OF TEACHERS** passed a resolution stating that they will support MCAL by "telling any non-readers that we know that they can learn to read free and at times to fit their schedule," and "that the Missouri Federation of Teachers calls upon its members to donate time and experience to help in areas of MCAL operations such as giving volunteer time to teach an adult to read, library work, public relations or fund raising."

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TUTOR TALK: SHOULD I TEACH PHONICS?

QUESTION: I am really confused! I hear a lot of "pros" and "cons" regarding the effectiveness of phonics instruction with adults. Should I teach phonics or not? Please shed some light on this issue.

PHONICS CAN BE A DETRIMENT

Before answering specific questions about the role of phonics, I feel one must first focus on two much more important questions: "What is the purpose of reading?" and "What do we know about how disabled readers view the reading process?"

The purpose of reading is to gain **meaning** from print. Unfortunately, most disabled readers have never learned to see reading as a search for meaning. Instead, they have come to believe that reading is a process of learning to **sound out words.**

Disabled readers focus so much attention on phonics mastery or "cracking the code" that they lose sight of the goal of reading comprehension. When dealing with adults, I am against most phonics instruction for many reasons. I'll focus on three of those reasons here.

First, the premise of phonics is that English is a phonetically regular language and that phonics rules are usually "generalizable." This simply is not true. According to the Northwest Regional Laboratory, at least 166 **rules** must be mastered to "understand phonics." Even if one masters rules, comprehension does not necessarily follow. (Can you pronounce "nfast"? Do you know its meaning?)

My second concern is that in most phonics programs great attention is given to vowel sounds. Vowel sounds are the greatest **exceptions** to phonics rules, (Try reading this, "Th lttl grl clld hr dg.") The point is, we read consonants, not vowels.

Third, our research and experience tells us that many, perhaps 80 percent, of adult disabled readers have an auditory discrimination problem or a hearing loss. Phonics instruction will not be effective in these situations because isolated sounds are simply not **heard.**

Finally, research in reading instructions tells us we must focus our attention **away** from the behaviors of disabled readers **toward** behaviors of proficient readers. You are a proficient reader. If we gave you a phonics test, would you pass?

Valerie Meyer, Ph.D.
Southern Illinois University

PHONICS CAN BE AN AID

There has been much discussion concerning phonics and whether or not to "teach phonics." Unfortunately there is no one, final answer.

I would encourage tutors to think of phonics as an aid to word attack skills. If all words in the English language had to be learned as sight words, reading would become a very slow and laborious process.

Language is built on sound patterns. These patterns are important clues to identifying unknown words and should be taught to the student. Rules are not necessarily the important part of the sound pattern to teach. Rather, teach the sound as found in the regular pattern. This will give your student something to refer to when reading and coming upon an unknown word.

The sounds should be taught in relation to a known word. It

(continued)

is much easier for the student to recall the sound when it is associated with the printed letter and a known word.

As your student becomes more comfortable with the sounds, you can begin to teach rules which are somewhat regular in nature, such as, "a single vowel letter followed by a consonant letter probably has the short vowel sound."

Phonics is an important skill to be taught to the beginning reader but must be taught in conjunction with other skills. There is no one most important skill to be taught first for proficient reading. Several skills must be taught almost simultaneously.

This last statement is probably responsible for many of the differences found in teaching mehtods. But it all comes back to the fact that phonics is important, sight words are important, and context clues are important. No single technique is more important than another, but in reality all must be taught, nearly simultaneously.

Marge Kroehler
Laubach Literacy Action

EXTRACTED FROM: The Illinois Literacy council's "Passing the Word," Feb./Mar - 1987

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READING ABOUT READING

* Teaching Reading in Adult Basic Education, William C. Brown, Publishers, 1977 - Intended for Adult Basic Education Instructors as well as Volunteer Tutors. Tons of info.

* Reading Instruction for the Adult Illiterate, Edward V. Jones, American Library Association, Chicago, 1981. - A helpful review of reading theory and useful instructional techniques.

* Using Language Experience with Adults, Katherine Kennedy and Stephanie Roeder, New Readers Press, Syracuse, NY., 1975. - More ideas on using this invaluable technique.

* The Subtle Danger: Reflections on the Literacy Abilities of America's Young Adults, "Richard L. Venezky, Carl F. Kaestle, Andrew M. Sum, Center for the Assessment of Educational Progress, Report #16-CAEP-01, Educational Testing Service,1987. - The hottest new work on the state of literacy in the U.S. today and the implications for the future. Copies can be ordered from the Center for the Assessment of Educational Progress at Educational Testing Service, Rosedale Road, Princeton, NJ 08541-0001..

* Illiteracy: A National Dilemna, David Harman, Cambridge Book Company, NY, 1987. - To quote Secretary of Education, William J. Bennett, "Harman brings scholarship and thoughtfulness to bear on a subject about which there has been much heat and not enough light. The issue of illiteracy deserves the kind of careful scrutiny that it receives here".

****

Thanks to WalMart for its support of literacy efforts in Missouri. Volunteers and students were recruited for programs at WalMart stores across the state on Literacy Sunday.

****

The American Bar Association has set up a special task force on literacy aimed at raising awareness of problems and guiding attorneys in helping to combat them.

****

WE NEED YOU!!!

NEWSLINE is **your** newsletter and without your input we can't have a truly representative sample of voices from around the state. Send us stories and photos of your students, your tutors, your trainings and your events. We'd also appreciate suggestions for articles you'd like to see and for ways to improve **NEWSLINE**. Send all correspondence to: MCAL NEWSLINE, 8346 Delcrest Dr., University City, MO 63124. LET US HEAR FROM YOU!

MISSOURI COALITION
FOR ADULT LITERACY
8346 Delcrest Drive
University City, Missouri 63124

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St. Louis, Mo.

MCAL FORMS

MISSOURI COALITION FOR ADULT LITERACY

MCAL

MISSOURI LITERACY
HOTLINE

1-800-521-7323

Dear ABE Director: The following caller to the Missouri Literacy Hotline is a _____ PROSPECTIVE STUDENT
_____ PROSPECTIVE VOLUNTEER
Please contact her/him as soon as possible. Thank you.

Name _____ Tel. (Area Code) (Number) _____

Street Address _____ City/State _____ Zip Code _____

Hotline Information Source _____

ABE Center _____

Date call taken _____ Time call taken _____

Message taken by _____ Date referral posted to ABE Center _____

PLEASE FILL OUT AND RETURN BOTH SHEETS

NAME _____ ADDRESS _____

PHONE _____

SCHOOL DISTRICT _____

VOLUNTEER INFORMATION SHEET

1. How did you hear about the Missouri Coalition for Adult Literacy? _____
2. Are you willing and able to make an initial committment to volunteer at least 2 hours per week, for at least 4 months? _____
3. What is(are) the main factor(s) that motivated you to volunteer for this program? _____
4. Please briefly describe your expectations for your part in this program:
5. Please list other volunteer work you are doing now or have done in the past: _____
6. Educational Background: High School or GED _____date completed
   College _____degree _____date completed
   Other _____
7. Past Employment (note briefly): _____
8. Present Employment: _____
9. Limitations (transportation, time, child care, location): _____

FOR VOLUNTEER TUTORS ONLY

10. Please place check(✓) next to each category of student you would like to work with (check as many as possible): Age:___16-25 ___25-40 ___40-60 ___over 60 ___black ___white ___Hispanic ___male ___female ___disabled Level: ___beginning ___intermediate ___advanced ___probation & parole clients ___will work as needed.
    Comments: _____
11. Would you be willing to travel outside of your school district to work with a student? _____
12. Will you be able to participate in 12 hours of initial tutor training & optional follow-up sessions? _____

FOR ADMINISTRATIVE VOLUNTEERS (Tutors may also work in administration)

Please check all areas in which you have experience and/or interest:

1. Telephone work _____
2. Public speaking _____
3. Information dissemination _____
4. Office work (filing, typing, copying, mailings) _____
5. Computer document preparation _____
6. Computer data entry _____
7. Graphics, artwork, design _____
8. Planning/coordinating meetings and/or special events _____
9. Library work _____
10. Fund Raising _____
11. Public Relations _____

MISSOURI COALITION FOR ADULT LITERACY

MCAL

STUDENT/VOLUNTEER ACTIVITY REPORT

MONTH - TOTAL HOURS

ABE DIRECTOR

STUDENT NAME

REGION

VOLUNTEER NAME

VOLUNTEER I.D. #

TEACHING METHOD

LLA_____

FIST_____

NEWSPAPER_____

MISC._____

Material/Subject Covered:

Date_____

Comments:

Time In_____

Time Out_____

Assignment:

Material/Subject Matter Covered:

Date_____

Time In_____

Comments:

Time Out_____

Assignment:

Material/Subject Matter Covered:

Date_____

Time In_____

Comments:

Time Out_____

Assignment:

Material/Subject Matter Covered:

Date_____

Time In_____

Comments:

Time Out_____

Assignment:

DEMOGRAPHIC SURVEY

No. of Students Applying			URBAN		SEX		AGE				Yrs of Attended		School		HS Diploma		EMPLOYED			WELFARE		RACE			BEGINNING LEVEL			
			Y	NO	M	F	>30	30-39	40-49	<50	0-2	3-5	6-9	10+	Y	N	Y	R	N	Y	N	W	B	O	0-1	2	3	4+
59	A	ELS	59		40	19	18	20	13	8	5	15	13	25	14	42	46	3	10	7	51	9	49	1	25	12	9	3
24	A	CITY ST LOUIS	24		15	9	5	6	3	6	2	7	8	5	2	22	14		13	3	21	1	23	0	22	2	0	0
18	A	SULLIVAN		18	16	2	8	3	3	1	0	1	10	7	4	13	15	1	2	1	17	18	0	0	18	0	0	0
25	B	CAPE			17	8	8	3	5	8	5	6	5	8	3	21	7		17	10	15	17	4	4	15			
21	B	SIKESTON		21	13	8	3	6	5	6	4	8	5	3	3	17	13		8	6	15	15	3	3	13	3	3	1
8	C	W. PLAINS		8	5	3	5	2		1			2			8	2		6	7	1	8			6	1	1	0
7	C	S.W. MO.		7	4	3	4	3				2	2	3	2	5	3		4	0	7	4		3	6	0	0	1
36	C	SPRINGFIELD	26	10	23	13	15	10	3	5	1	3	6	18	11	18	11	2	17	4	23	32	4	0	36	0	0	0
18	C	"	18		10	8	12	3	2	1	2	1	3	3	3	10	11		6	10	6	9	2	6	17			
38	D	ST. JOSEPH	33		28	10						3	14	4	2	20	11		11	3	17	20	0	2				
35	D	RAYTOWN	37		30	5						1	11	22	2	33	33		2	0	35	33	1	1				
24	D	K. C.	24		15	9					2	3	7	12	2	22	16		8	5	18	9	15	1	21	3	0	0
34	D	N. KC.	34		21	13					1	2	15	15	12	21	24	2	7	2	31	31		2				
13	E	COLUMBIA	9	4	10	3	2	6	4				4	6	5	6	8		4	1	8	8	4	1	9	1	2	1
360		TOTALS	264 (332)	68	220 (333)	113	78 (244)	62	38	36	20	52 (306)	103	131	65	258 (323)	240	8	115 (353)	59	265 (334)	215	104 (334)	24	188	22 (291)	15	6
Percentages			79.5		66.1		36.4		17.8		6.5		33.7		20.1		63.1		34.5	18.2		62.5		7	81.4		6.5	

65

			20.5		33.9		29		16.8		17		42.8		79.9		2.4			81.8		30.5		9.5		2.6			

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ANNOTATED BIBLIOGRAPHY

MISSOURI COALITION FOR ADULT LITERACY

Diana Schmidt, Director

8346 Delcrest Drive, University City, MO 63124

1-800-521-7323

READING MATERIALS
AN ANNOTATED BIBLIOGRAPHY

The following resources available at The English Language School have proven useful to both our students and tutors.

1. Selections from the Black.
   a) Olive: grade 6 - 8
   b) Brown: grade 9 - 11
   c) Purple: grade 12 - college

Authentic texts by Black writers and speakers. Fiction and non-fiction. Each text is followed by comprehension exercises. Answer key in book. Instructor's manual is separate.

2. Topics for the Restless
   a) Olive: grade 6 - 8
   b) Brown: grade 9 - 11
   c) Purple: grade 12 - college

30 reading selections dealing with a variety of human interest topics. Each selection followed by comprehension exercises. Answer key in book. Instructor's manual is separate.

3. McCall-Crabbs Standard Test Lessons in Reading

Book A:	grade 3
Book B:	grade 4
Book C:	grade 5
Book D:	grade 6
Book E:	grade 7
Book F:	grade 8

Each book contains 60 short (1/4 - 1/2 page) texts, each of which is followed by 8 multiple choice comprehension questions.
Teacher's manual with answer key is separate.

4. Six Way Paragraphs
   a) Middle Level: grade 4 - 8
   b) Advanced Level: grade 8 - 12

100 half-page passages, each of which is followed by 6 questions based on 6 different comprehension skills: 1) main idea, 2) subject matter, 3) supporting details, 4) conclusion, 5) clarifying devices, 6) vocabulary in context.
Answer key is in book.

5. The Secret of Room 401
   Grade 2

Each chapter of this novel-length mystery is followed by comprehension questions, language exercises, and two life-skills sections. A vocabulary preview section before each chapter introduces 20 words in context from the chapter.
Answer key is in book.
Similar books in this series are available and can be bought if requested.

6. Pocket sized short detective, sports, mystery, and romance stories.
   Grade 4.5 - 5.0

A Game for Fools	Marathon
Two Different Girls	No Loose Ends
Nobody Knows But Me	Live Bait
The Diary	The Ham Who Cried Wolf
The Sure Thing	

7. Everyday Words: A Student Handbook for Spelling and Dividing Words
   Grade 6+

An alphabetized list of over 10,000 words divided into syllables. Another section covers trouble words that are often misused. Examples are given. Other sections deal with rules for spelling, punctuation, and capitalization. Abbreviations, foreign terms, and other references are also included.

8. Working Makes Sense
   Grade 3

Introduces fractions and percentages. Covers time cards, hourly earnings, raises, checkbook entries, interest, etc.

9. Best Short Stories
Advanced Level
15 classic short stories. Each unit is prefaced by an introduction to the author and the story. 25 multiple choice comprehension questions follow each unit.

10. Reading Power
Book 1: grade 2 - 3
Book 2: grade 3 - 4
Book 3: grade 4 - 5
Book 4: grade 5 - 6
General reading books with exercises. Real life subject matter (family, work, vacation, food, health).

11. Laubach publications

a) Laubach Way to Reading
Skill books 1 - 4
Teacher's manuals 1 - 4

b) Focus on Phonics
1. Sounds and Names of Letters
2a. Short Vowel Sounds
2b. Consonant Blends
3. Long Vowel Sounds
4. Other Vowel Sounds and Consonant Spellings

Student's Workbook available 1 - 4.
Teacher's Manual available 1, 2a, and 2b.

c) The Laubach Way to Cursive Writing

d) Readers:
In the Valley: grade 1
Two for the Road: grade 2.1
Pat King's Family: grade 2 6
Ben's Gift: grade 2.9
The Other Side of Yellow: grade 3.1
Five Dog Night and Other Tales: grade 3.2

More Stories: supplements Skill Book 1
People and Places: supplements Skill Book 4

d) Studying for a Driver's License
Simplified review of driver's manual. Sample questions are included.

e) News for You
4 page weekly newspaper written for adults on a 4 - 6 grade reading level.

12. Peril on the Road
Grade 3

Mystery novel with comprehension exercises and two life skills section after each chapter. Vocabulary preview section before each chapter. Answer key in book

13. Superstars of Movies and TV
Grade 4-6

14 mini-biographies of movie and TV stars with comprehension exercises and glossay. Answer key in book.

14. Superstars of Country
Grade 4-6

14 mini-biographies of country music stars with comprehension exercises and glossary. Answer key in book.

15. Famous Black Americans
Grade 5-6

33 mini-biographies of famous Black Americans with comprehension exercises. Answer key in book.

16. Dr. Spello
Student Workbook
Teacher's Edition
Grades 4 - 5

Spelling workbook: consonants, vowels, blends, digraphs, silent-letter combinations, syllabification, etc.

17. Cambridge Adult Literacy Series (Short Stories)
Grades 2 - 5

The Life of Lucy Fern: Parts 1 & 2
The story of a young Indian woman from her abandonment at birth through her adolescence and adulthood

Time for a Change
Serious and humorous short stories about people going through changes in their lives.

The Maine Forest
Essays and short stories about the forest and the people who live and work there.

Trust
Two mountain-climbing partners in danger, a boy's faith in his mother, and other stories about trust.

Decisions in Your Life
Essays, dialogues, and short stories on the theme of decision making, including discussions of the work ethic and euthanasia.

A Long Road
The story of an undocumented worker from Mexico living and working as a mechanic in Texas.

Memories of East Utica: Part 1 & 2
Reminiscences of a second generation Lebanese boy growing up in an immigrant neighborhood.

These Are Your Neighbors
Vivid recollections and descriptions of prople from different cultures, including traditional life in Laos and Serbia.

One Summer
The story of two young men from different backgrounds and their friendship in a New York halfway house.

Choices in Your Life
Dialogues and a short story about making difficult choices concerning teenage pregnancy, caring for the elderly, and other issues.

Stories from the Old Testament
The Garden of Eden, Noah and the Flood, and other biblical stories retold in easy-to-read language.

Jesus of Nazareth
From the New Testament, the life and teachings of Jesus presented in readable dialogue and narrative.

Savings and Stories
Legends, tall tales, cures, superstitions, sayings -- a book of folklore.

A Trip Through Time
U.S. history, through the turn of the century, retold as the history of changes in the life of a small New England town.

Some Artists: Their Lives, Loves, and Luck
Brief biographies of Rembrandt, Gauguin, Van Gogh, Grandma Moses and others.

People and Their Religions: Part 1 & 2
The major world religions with a spotlight on histories, main beliefs, and celebrations. Part 1: Judaism and Christianity; Part 2: Islam, Hinduism, and Buddhism.

User's Guide
Teacher's guide to all of the above stories, including student activity sheets.

18. Follett ABE Reading Program (Short Reading Selections) Grades 1 - 4
(This series is perhaps not as interesting as the Cambridge series: but since the selections are very short. graded, and include many pictures, they are useful for low level readers.)

Hello World and Other Stories

A Hard Night's Run and Other Stories

Easy Money the Hard Way and Other Stories

The Lucky Break and Other Stories

Run for Your Life and Other Stories

Instructional Guide for all Books (Teacher's Guide)

19. Contemporary's New Beginnings in Reading
Grades 1-3

A nine-book series designed to bring students from beginning to third-grade level or to reinforce reading skills of students reading at third or fourth grade reading level. Utilizes an eclectic approach with emphasis on sight words, phonics, and context. Readings, exercise, quizzes.

a) Groundbreaker Exercises - Introductory book -Assumes student has no reading vocabulary

b) Books 1,3,5,7 - Geared to a life-skills orientation with adult issues, ie: health, consumer economics, employment, housing, and government

c) Books 2,4,6,8 - Focus on reading - Covers facts related to literacy, biographical sketches of famous people who were early non-readers, reviews of books on learning to read, stories of famous people with learning disabilities and true stories of adult beginning readers

d) Placement Tests - Tutor-administered. Student's performance indicates in which book to begin

e) Instructor's Guide - 1 guide for all 9 books

20) Beyond Time and Space
Grade 6

Reader with Teacher's Guide - Short Science Fiction stories with new vocabulary lists and exercises in comprehension and vocabulary.

21) Real Stories
Grade 6

Reader with Teaching Guide - very short, true stories taken from national newspapers. Each unit explores a particular subject. Lessons contain story, reading comprehension, vocabulary building and discussion-composition exercises.

22) Journeys to Fame
Grades 2-3

Twenty-two short biographies of famous Americans who overcame great obstacles early in life. Contains exercises on comprehension, sequence of events, main ideas, detail recall, vocabulary, inferences, and writing.

23) Weird and Mysterious
Grades 2-3

Stories of mysterious, believe-it-or-not happenings from all over the world. Each story is followed by exercises in comprehension, vocabulary, composition and grammar.

RELATED NEWSPAPER ARTICLES

ABC, PBS Will Join Forces In Fight Against Illiteracy

ABC and PBS will collaborate this fall in a project to combat illiteracy in the United States.

The project, called Project Literacy U.S., or PLUS, will involve television programs and local public awareness and outreach campaigns.

Participating in the St. Louis area will be KTVI (Channel 2), KETC (Channel 9), the Missouri Coalition for Adult Literacy, the Literacy Council of Greater St. Louis, the Metro East Literacy Council and the Southern Illinois Area Adult Education Service Center.

Diana Schmidt, director of the Missouri Coalition for Adult Literacy, said: "I think PLUS will be a tremendous boost to the literacy movement in two important ways. First, it will make potential volunteers aware of the problem's enormity and need. Second, it will remove some of the stigma associated with illiteracy, enabling more adult non-readers to reach out for help."

"We saw what happened with 'The Chemical People' when television and outreach were combined to bring the teen-age drug and alcohol problem to the forefront."

— Michael Hardgrove
KETC president, general manager

Federal studies estimate that as many as 23 million adult Americans — including 3.2 million in Missouri and Illinois — are functionally illiterate. They lack the basic reading skills to pass the fourth grade. They are unable to read newspapers, job applications or street signs. Medicine labels, appliance instructions and even greeting cards may baffle them.

Vic Skaggs, community affairs manager for KTVI, said: "There may be only one way to reach adult non-readers — through television."

Michael Hardgrove, KETC president and general manager, said that community action was integral to the project's success.

"We saw what happened with 'The Chemical People' when television and outreach were combined to bring the teen-age drug and alcohol problem to the forefront," he said. "The response was enormous, and 'Chemical People' task forces are still operating three years later. PLUS has the potential for equal success."

The project will begin at 9 p.m., Sept. 3, when the ABC "Closeup" unit presents "At a Loss for Words: Illiterate in America." The program will examine the roots of illiteracy and its cost to the nation.

At 8 p.m., Sept. 17, PBS will present "A Chance to Learn," a documentary produced by WQED in Pittsburgh. The documentary will discuss the programs available to help adults learn to read.

Immediately following the Sept. 17 broadcast, KETC will present "Project Literacy: A Call to Action," a local call-in show designed to direct prospective students and volunteers to learning centers.

Other television programs in September and October will deal with the problem of illiteracy, among them an "ABC Weekend Special" for children, "Good Morning America," "This Week with David Brinkley" and "Project Second Chance."

Beginning Oct. 28, KETC will air 43 half-hour programs to help adults study for and pass the GED high school equivalency exam.

More information on illiteracy may be obtained by calling toll-free (800) 521-READ in Missouri or (800) 321-9511 in Illinois.

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Pete Rahn

In the weeks and months ahead, you're apt to be seeing, hearing and reading a lot about "Project Literacy U.S." — PLUS for short.

Actually, PLUS is a project designed to do something about the problem of illiteracy in the United States. Federal studies estimate that as many as 23 million adult Americans (3.2 million in Missouri and Illinois) are functional illiterates, meaning they flat out can't read or write or that their basic skills clock in at a fourth grade level or below. Another 35 million are semi-literate, with skills below the eighth grade level.

So what does all that have to do with a TV-radio column?

Well, the ABC-TV Network and the Public Broadcasting Service (PBS) have gotten together to do something about the problem with the coast-to-coast PLUS effort. The project will include both national and local on-air programming to raise public awareness of the depth of illiteracy and a community outreach phase designed to combat the problem at the local level via such organizations as the Missouri Coalition for Adult Literacy (MCAL).

The on-air campaign will be launched Sept. 3 with an ABC documentary titled "At Loss For Words: Illiterate in America," to be narrated by Peter Jennings.

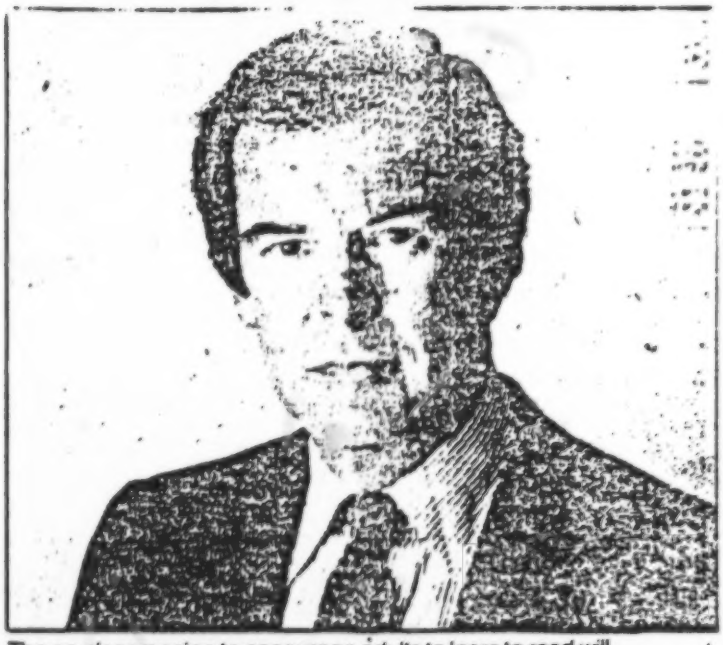
It will be followed by a flood of programming, including local production oriented to the problems of illiteracy, according to Vic Skaggs, manager of community affairs at KTVI, Channel 2, ABC's affiliate here, and Michael Hardgrove, general manager of KETC, Channel 9, the PBS outlet.

Skaggs, Hardgrove and Diana Schmidt, director of the MCAL, were the principal spokespersons at a Thursday morning to-do at the St. Louis Public Library's downtown headquarters to kick off the local end of PLUS.

Their presentation also included brief statements from Ricky Farewell, a 27-year-old University City man, and Ruby Weekes, 39, a native of Jamaica. They related brief but poignant stories of how the inability to read and write adversely affected their lives and expressed their determination to better their lots.

"I ain't givin' up until I accomplish this goal," said Farewell, who came to the MCAL for help through the efforts of his employer, Mike Rother, of the St. Louis Opera House Saloon in West Port Plaza.

Ms. Weekes said she quit school when she was 12. "I read a little, but not enough to get a good job," she said. She nevertheless succeeded in seeing her three children through college and then decided it was her turn to learn.



The on-air campaign to encourage adults to learn to read will be launched Sept. 3 with an ABC documentary titled "At Loss For Words: Illiterate in America," to be narrated by Peter Jennings.

One of the major goals of PLUS is to encourage adults who can't read or write to come forward, to say they need help as did Farewell and Ms. Weekes.

That message — identify yourself and ask for help — will be repeated over and over in all the TV shows that are in the works.

And for once it won't be a one-shot TV-special deal. On ABC alone, in addition to Jennings' "At Loss for Words" documentary, scripts to illuminate the problem are in the works for such series as "Who's the Boss?," "Growing Pains," "The Ellen Burstyn Show," "20/20," the "Afterschool Special" series, et cetera.

The get-help message also will come out loud and strong on news shows like "Nightline" and on sports presentations, the latter likely one of the most important points of origination to reach young, black illiterates.

During a meeting last June with ABC vice president Jim Duffy, he summed the PLUS project and the reasons for ABC's participation thusly:

"Illiteracy has become known as 'America's hidden problem' ... (and) it really is hidden because it's simply not visible. It isn't something that people talk about ... it's not crime on the streets ... it's not really a disease that you have to face tomorrow — until now — because we do have to face it.

What Duffy was saying is that people who can't read even something like a danger, high voltage sign don't have much chance of getting a job in today's so-called high tech society. In tomorrow's super tech clime, they won't have a prayer.

Various estimates put the cost of illiteracy at billions of dollars annually.

The human tragedy is heartbreaking. Studies show that adults with minimal or no reading and writing skills accounted for:

Up to 75 percent of the unemployed; more than one-third of mothers receiving Aid to Families with Dependent Children; 85 percent of the juveniles who appear in court; an estimated 65 percent of prison inmates; nearly 40 percent of minority youth.

LOCAL NEWS NOTE: Debbie Warshawski fractured a bone in her right foot when she jumped out of a Channel 4 news van while preparing for a Strassenfest assignment Sunday. She nevertheless completed her chores before going to the medics who fitted her right leg with a cast to the knee. And she is still punching in for duty at the station.

"I have to laugh, but still it's worrying because this kind of limits me at a time when I need to be doing fresh things (reporting stories) to put on my (resume) tape," she says. "It is a horrible time to have it happen when I only have four weeks left here. My last day (at Channel 4) will be Aug. 29."

As previously reported, Channel 4 news director Al Holzer declined to renew Ms. Warshawski's contract, which expired June 14, but gave her "a few months" to find a new job.

Ms. Warshawski says she has been sending out tapes of samples of her work "like crazy" to out-of-town stations, but, so far, no job offers.

"It's a very bad time for a TV reporter to be looking for a job," she said, in reference to recent heavy layoffs of TV news people in New York, including 90 who were sacked by CBS.

Ms. Warshawski is not only well liked by her peers, she also is considered good at her job.

She has never been told precisely why she is being pink slipped. But that's no mystery. Channel 4 was recently sold by CBS to Viacom Broadcasting and new TV management always creates a few openings for people already in their organization.

St. Louis Globe Democrat 8/1/86

English Language School Puts U. City In Lead

University City's English Language School is leading the state in the fight against illiteracy in its role as headquarters for the Missouri Coalition for Adult Literacy.

The school is coordinating the recruitment, training and placement of volunteer tutors throughout the state. It has also established and maintains a database, tracking literacy activities statewide, and acts as a clearinghouse and literacy resource center. The state's literacy hotline number is housed at the school, as well.

The most recent attention focused on the school comes from the ABC and PBS television networks, sponsors of Project Literacy U.S. (PLUS), which have named the English Language School as state and local convener for the project's task forces. In this role, the school is the focal point around which organizations, agencies, businesses and individuals interested in literacy are gathering in order to assess the area's literacy needs and to facilitate the meeting of those needs.

The PLUS media campaign, designed to increase public awareness of the illiteracy problem, will kick-off in early September when both the ABC and PBS networks and their local affiliates will air programming and public service announcements dealing with the subject. University City and the English Language School will be prominent elements in this media project.

Danforth Sponsors Teens

The Danforth Foundation has announced that it will once again fund the English Language School's program for teenage mothers and pregnant teenagers.

The Teen Parent Educational Opportunity program will go into its second year of providing basic skills and parenting instruction to young women who were unable to finish high school because of pregnancies. Two important components of the program are on-site child care and presentation.

The program is open to all teen mothers and pregnant teenagers between the ages of 16 and 21. For more information or to enroll in the program, call Martha Cohn, 727-7396.

University City City Desk/School Desk
September, 1986

Opinion

Editorial

Illiteracy: A National Disgrace

"A third of the nation cannot read these words."

This is the title of the first chapter of Jonathan Kozol's book, "Illiterate America."

The explanation is that one-third of all adult Americans or 60 million people are either functionally or totally illiterate.

In chilling detail, the author relates examples of what this means in terms of individual lives--mentally, emotionally and economically.

These people are locked in a prison of ignorance and poverty and fear because they cannot read a menu in a restaurant, or street signs, or fill out a job application or a health insurance form, or read the simplest instructions on a medicine bottle.

Multiplied by 60 million, this lack "puts the nation at risk," as one study characterized it.

America's economy is shifting from smokestack industries to information and service enterprises. This means that the worker who once fired the now cold furnace in a steel mill and needed a strong back and large biceps, now needs to be able to read to understand manuals of instruction to perform even the simplest task in a modernized, robot-dominated factory; the kind of thing the Japanese have been doing for years.

This costs the United States billions of dollars annually in welfare assistance, unemployment compensation, crime and prisons and lost industrial productivity.

Many programs are in place to deal with the problem. Locally, we have the Missouri Coalition for Adult Literacy (headquartered at the English Language School in University City), the Adult Basic Education Program, and other one-on-one tutoring offered in schools and churches.

An intense awareness program is also underway like the documentary aired last Wednesday on ABC-TV (Channel 2)--a dramatic examination of the subject narrated by Peter Jennings.

On Sept. 17, a similar program is scheduled by the Public Broadcasting System (Channel 9). In addition, booksellers in the United States and Canada have set up a foundation that is attempting to raise a million dollars annually to support literacy programs at every level.

The keystone of all of these programs is that it offers individual tutoring.

Persons in this area who wish to volunteer as a tutor are urged to call Del Doss at 367-5000. No experience beyond the ability to read is necessary. A brief training program is available.

Persons who wish to avail themselves of the free reading service should contact any school or library or call this toll-free hotline--1-800-521-READ. The hotline was installed to recruit volunteer tutors as well as students.

However, good as these programs are, they are not enough.

Kozol writes: "Together, all federal, state, municipal and private literacy programs in the nation reach a maximum of 4 percent of the population. The federal government spends $100 million yearly to address the needs of 60 million people. The president has asked that this sum be reduced to $50 million. Even at the present level, direct federal allocations represent $1.65 per year for each illiterate."

Diana Schmidt, executive director of the English Language School, says the school and the coalition need donations of materials such as pencils, paper and office supplies in addition to financial support and space to work in schools, libraries and churches for tutors and students.

To offer such help, call the school at 727-7396.

Local programs such as these are valiantly attempting to fill the void, but they need a great deal of help from the public sector as well as the government at all levels.

What is needed is a passionate national committment to stamp out this scourge.

Without such a committment, the future is grim, not just in human or ecomonic terms, but for the survival of democracy itself.

Jennings on the ABC program quoted Thomas Jefferson who said: "If a nation expects to be ignorant and free, it expects what never was and never will be."

Learn to be a Literacy Tutor

NCJW volunteers will find a very wide range of opportunities, and the greatest satisfaction when helping at the English Language School.

The newest and very exciting project involves literacy tutoring as part of a state grant, Missouri Coalition for Adult Literacy. It requires a commitment of twelve hours of training, and a minimum of tutoring two hours a week for four months after training.

Other volunteer jobs include tutoring GED students in basic skills, helping refugees learn English and how to adjust to life in the U.S., and screening volunteers for the literacy training program.

The programs are growing rapidly so there are many openings. No previous experience is necessary.

Literally, almost everyone who calls to get information about the various programs chooses to volunteer and stays for a long time. What a tribute to the school and its most important work!

Contact: Barbara Corday, 863-1140, or Gerry Berg, 863-2840.

On Today's Editorial Page
Privatized Foreign Policy
Editorial
A Better Budget Process
Editorial

ST. LOUIS POST-DISPATCH

FINAL
★★★★★

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Life's Tests Get Harder For Man Who Bluffed At Reading

The High Cost Of

ILLITERACY

PART ONE

Surveys over the last dozen years have found that a frightening number of adult Americans — perhaps as many as 90 million — can neither read nor write well enough to make their way in the ordinary business of life. Behind the statistics are countless stories of pathetic and warewarding lives. This is one of those stories.

By E.F. Porter Jr.
Of the Post-Dispatch Staff

Pete lives with his widowed mother in a neat brick duplex she owns in a quiet neighborhood near Kingshighway just north of Interstate 70 in St. Louis. He will be 30 this month.

He has a diploma from Beaumont High School in St. Louis, yet he is functionally illiterate.

Pete is classically underemployed. His jobs are usually temporary and part time — typically yard work, house cleaning and helping small contractors on the North Side. His most recent full-time job was working nights, cleaning the exteriors of office buildings in Clayton with live steam and detergent.

Strictly, it is incorrect to say Pete cannot read or write. His handwriting, learned at the parochial elementary school he attended through the sixth grade, is firm and legible in the style once called manuscript printing.

According to the results of a standard test widely used to measure progress in reading skills of elementary school pupils, he can read at the high end of the fifth-grade level.

What this means as a practical matter is that Pete can decipher signs and simple instructions and read simple narratives.

Yet he cannot read the instructions for applicants for a Missouri motor vehicle operator's license. So even though he can drive, he cannot prepare for the written test.

He can understand the notice on a can of Drano to the extent that he knows it is a warning but not well enough to follow the emergency instructions.

He cannot understand most of the language in help-wanted ads nor enough of the wording in a job application to complete it without help. He once turned down a chance for promotion to foreman of a railroad section gang because he knew he could not handle the paper work.

He was rejected when he tried to enlist in the Army shortly after high school graduation because he failed the Armed Forces Qualification Test.

Pete cannot solve any but the most rudimentary problems in arithmetic. Everyday problems in primitive geometry, such as figuring the area of a floor or the volume of a container, are beyond him.

Even though Pete is able to decipher, say, a simple newspaper article, it is a slow, agonizing, word-by-word process. He rarely even tries to read for fun, not even the comics or the sports pages.

Pete's information about the world comes almost entirely from street gossip and television. It is unlikely, for example, that he will even try to read this article, though he knew that it was being written and was cheerfully cooperative in providing information, asking only

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The High Cost Of Illiteracy

Illiteracy

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that his real name not be used.

"No, no name, man," he insisted. "It would blow what little cover I got, man. You need a name, put down Pete, man."

□

Pete exemplifies the statistics on what experts call functional illiteracy — someone not totally illiterate, but unable to read and write well enough to make his way with confidence in a complex, highly verbal society.

How did Pete arrive at his current predicament? The answer may lie partly with Pete's inherent limitations.

A volunteer teacher who spent two years tutoring Pete under the auspices of the Literacy Council, a national organization that attempts to improve adult literacy, found that Pete may have a slight reading disability in that he tends to read letters in the reverse order.

The tutoring was carried out one-on-one in twice-weekly evening sessions over 18 months. The sessions succeeded in raising Pete's reading skill level about one grade level, from the fourth grade to the fifth.

But it was slow going. Pete faithfully attended the sessions, but often failed to do his homework. He complained that while he enjoyed the actual tutoring, he usually was too tired when he got home from work to hit the books on his own.

But Pete is not mentally retarded. He is shrewd, observant, articulate with a fine appreciation of life's ironies. Although his grammar is unorthodox, he expresses himself with the vivid vigor of a gifted storyteller.

Pete's formal education began at St. Edwards, a non-defunct Catholic parochial school on the Near North Side. It was a time of misery. Beginning about the third grade, as he recalls it, an understanding of what the nuns were trying to teach began to elude him.

"I never liked school, man," he said.

But Pete fondly recalls one teacher who took an interest in him. "I had her in the fourth grade, and she noticed right off I had a reading problem, you know. She was the first to notice it.

"She used to keep me in during recess. It wasn't punishment, you know. It was just more or less to help me. She told me, 'I want you in here. I want you to pass with a grade you get on your own, and from me helping you.'

"She said, 'I want you to study.' I never took time to study, but this particular time I did, and I felt good about taking tests, you know.

"She said, 'You're doing well. You're doing better than what I was expecting.' She was a real cool lady, man, very attractive, well-dressed. I hated it when she left the school."

But except for that one teacher, Pete was on one at the school ever noticed that he had a problem that might call for special attention. Pete drew the blame for the school personnel's failure, he blames his own cunning.

"I could always fake 'em out, you know. I would always stay ahead of them, when they called on me in class. I would know how to get around it. Things like, 'Here's a test, do this, do that.' I'd whatever it took, man, even if it took writing some other kid's test, figure the heat to make them put me on punishment so I wouldn't have to go to the blackboard. It was easy to get around them, man, to make them leave me alone, be the class clown, whatever. It was more or less I didn't want to be embarrassed, you know."

> **"I could always fake 'em out, you know. I would always stay ahead of them when they called on me in class."**

He used other stratagems. In his last year at the school, the fifth and sixth grades were combined in one room. Because there weren't enough school books to go around, Pete was asked to share his books with his younger tutee, a fifth-grader.

Pete, when confronted with having failed to do his homework, would claim that his tutee had hidden the books.

□

After completing the sixth grade, Pete spent three years at Providence School, a church-run junior and senior high school for problematic students. He enrolled in Beaumont High School in the 10th grade.

Records on Pete on file at the St. Louis Board of Education are scanty. But they show that when Pete was in the ninth grade, his reading ability score on the Iowa Test for Basic Skills was at the fourth grade level and his math ability was at the fifth grade level. They are the only indication that he was ever tested.

Neither Pete nor his family were ever told of his Iowa Test score, but Pete remembers the test. "The results must have been good, man, because I went to Beaumont the next year," he said.

"If I hadn't passed that test, I would have had to go to a special high school, something like that. But I got into the high school of my choice. Wasn't no problem."

Pete's academic career at Beaumont was undistinguished. St. Louis high schools then were on the track system, and he was placed in the slowest track in English.

He got a D the first semester and a C the second. Except for an A in a shop course and a B in physical education, most of his grades were D's.

Again, it was mainly through trickery that Pete was able to do even that well. He became adept at getting others to do his homework, sometimes by helping them fix their bicycles. "I always had traders going on, man. My basement was like a bike shop.

Sometimes he would get girlfriends to help him. "I get them to do the homework, you know. They'd say, 'Pete, now you change some of the stuff around, get some of them wrong. I'd just turn it in, in their writing. The teachers never knew."

Yet most of his recollections of Beaumont are unhappy. The classes were large, the students unruly, and the faculty members overwhelmed, he recalls. What supervision there was was easy to circumvent, he says.

He remembers seeing one student shot dead during a fight in a stairwell.

In Pete's second year at Beaumont, his performance became erratic. He quit, got kicked out, started cutting classes and skipping school. He flunked the year with nothing but F's.

□

The following year he was transferred to Lincoln High School, a special school for students with what officials call motivational problems. Classes at Lincoln were small and discipline more rigorous.

"Lincoln was a much better school than Beaumont," Pete said. "I wish I'd went there earlier. Made you stop being a bad ass, and make you see what you wanted to be in life, you know. Make you try to help yourself."

And at Lincoln, for the second time in his school career, Pete had a teacher who recognized his learning difficulty and tried to help. "I liked her and I hated her because she made me read out loud in class the whole period," he said.

"I could not find that lady, man. She spent a lot of time with me. If I was behind on something, I'd go to her, she'd help me out."

Lincoln was an ungraded school in which students were given either credit or no-credit. Pete took three semesters to accumulate enough credits to complete graduation requirements. He got his high school diploma in the summer of 1976. Because Lincoln issued no diplomas, it was conferred by Beaumont.

□

There was one thing about Beaumont for which Pete will always be grateful. At the end of his junior year, the school administration arranged for him to spend several weeks with Outward Bound, the survival-training organization, canoeing and camping in the Quetico-Superior wilderness area in northern Minnesota.

Everything about it was wondrous and exhilarating: the dark, boreal forest; the white water; the back-breaking portages; the silence; the jewel-like sky at night.

"Man, you never seen so many stars," he said. "How come they don't get stars here like they do in Minnesota?"

Equally exciting was that nothing counted — not cultural background, not race, not intellectual attainment — nothing, that is, except his readiness to endure discomfort and function as a member of the team.

"They never, never, never said anything racial," Pete said. "It was so funny. I had to bring it up myself. We was all sitting around the fire, you know, I said, 'Hey, man, how you feel about me being the only black here?'

"They said a few comments. Blah, blah, blah — until we got to know you. Then they said they didn't pay no attention to me being black. I was just part of the team, you know."

□

If Outward Bound was the high point of Pete's youth, the low point came when he was arrested while

Experts, Surveys Disagree On Extent Of Nation's 'Hidden Problem'

The High Cost Of
ILLITERACY
PART TWO

By E.F. Porter Jr.
Of the Post-Dispatch Staff

How many adult Americans can neither read nor write?

While a bewildering array of surveys, studies, articles and television specials that have issued forth in recent years give a bewildering array of answers, the issue can be crudely summed up thus:

■ If you mean how many Americans are so unlettered that they can do little more than recite the alphabet, write their own names or recognize a stop sign, the answer is probably between 1 million and 2 million. If you include recent immigrants and others who have not yet learned English, the number may be as high as 4 million.

■ If you mean not reading well enough to understand fully the warning label on a can of oven cleaner, the number may be as high as 25 million. That's roughly one out of every seven adults.

■ If you mean being unable to comprehend an apartment lease or read a manual in a job-training program in a high-tech industry, the question gets more difficult — and the arguments among the experts more vehement. Estimates range as high as 85 million, or approximately one out of every two adults.

Experts disagree, and different surveys have yielded different results regarding the extent of what some call America's "hidden problem." Diana S. Schmidt, project director for the Missouri Coalition for Adult Literacy, notes that the one thing on which the studies agree is that only about a third of the illiterates in the United States — by whatever definition — are foreign born.

In other words, English as a second language is an obvious factor — but not the main culprit — in the nation's illiteracy problem. □

Definition has remained a key cause of confusion. It clouds any attempt to compare the United States with other countries, experts say. The Soviet Union uses first-grade reading ability as its standard of literacy. The

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official definition in China is the ability to recognize 3,000 characters.

China, owing to its difficult, largely non-phonetic writing system, has suffered from a chronically low literacy rate throughout its history, experts say. Efforts to convert to the Roman alphabet — the one we use — have met with stubborn resistance from traditionalists.

Thomas G. Sticht, a psychologist specializing in adult education who frequently serves as a consultant to the armed forces, says no valid comparative data exist on literacy from one country to the next.

"In Japan, students are a lot better in math but, as (Japanese Prime Minister Yasuhiro) Nakasone points out, they're dealing with much less cultural diversity," Sticht said.

"Japan, the Soviet Union and the Scandinavian countries all report illiteracy around a half of 1 percent. That's just the residual, irreducible, learning disabled, dyslexic portion of the population."

When the United States was young, absolute illiteracy was widespread. Edward B. Fry, professor of education at Rutgers University, points out that a majority of the soldiers in the Continental Army signed their enlistment papers with an X.

A century ago, according to Professor Jeanne S. Chall, of the Harvard School of Education, a majority of the people of the industrialized countries were illiterate. The definition of literacy used by immigration and census officials was the ability to sign one's name.

□

Six years ago, the federal Census Bureau announced that "virtually 100 percent of the general population" of the United States was literate. Among certain minorities, notably blacks, Hispanics and American Indians, the figure was only slightly lower.

The Census Bureau's criterion was not a reading aptitude test score but years of schooling: Those who said they had completed the fifth grade were considered literate.

In early 1983, Barbara Bush, the wife of Vice President George Bush, said 46 million Americans were "functional illiterates," unable "to read a bus schedule or complete a tax form or an employment application, let alone read to their children."

The following September, in the course of giving the White House blessing to an Adult Illiteracy Initiative, President Ronald Reagan gave the figure of 23 million as a "conservative estimate" for the number of functional illiterates.

A fact sheet issued on the occasion by the White House added an additional 46 million "marginally functional" people to the president's figure, bringing the total to 69 million, or close to two of every five adult Americans.

A year later, Secretary of Education Terrel Bell told a congressional committee that "between 17 (million) and 21 million adults have difficulty with the printed word."

□

The numbers given by both Reagan and Bell fell considerably short of the findings of a 1979 study based on a system devised at the University of Texas. Rather than asking people to read a few simple sentences, the researchers tried to simulate real-life situations.

Using this method, the study found that 20 percent of Americans over 18 did not know how to write a personal check, 36 percent could not point to the Social Security deduction on a paycheck stub, 22 percent could not address a letter well enough to insure that it would reach its destination and 44 percent could not figure out whether their own qualifications matched those specified in a help-wanted ad.

The survey discovered that aptitude correlates *in general* with schooling, so that the higher the grade level completed, the higher a person's ability to function with the written language is likely to be. Yet, a vast number of high school graduates can hardly read and write.

The conclusions of the study: 30 million Americans are "functionally incompetent." Another 57 million can read only well enough to barely cope with life.

In other words, 87 million Americans are on or below the borderline of illiteracy.

□

Last spring, the Census Bureau again joined the fray with a new study involving a brief written test given to 3,400 subjects 20 years and older. In some respects, it was a test of ability to interpret bureaucratic jargon.

A typical question gave the sentence: "Persons may receive benefits if they are eligible," and then asked which word was the best synonym for eligible: "qualified," "complete," "page" or "logical."

Another presented the sentence, "You may request a review of the decision made on the application or a recertification for assistance and *may request a fair hearing concerning any action affecting receipt or termination of assistance.*" The subject was then asked to pick the best substitute for the italic portion. The choices presented were:

- Will get the service.
- Must help the worker.
- Must sign the application form.
- Have a right to an appeal.

Anyone who failed to give correct answers to at least 20 of the 26 questions was judged functionally illiterate. The conclusion: 13 percent of adult Americans are illiterate. This included 6 percent of the high school graduates and nearly 1 percent of those with some college experience. Overall, the Census Bureau reckoned, between 17 million and 20 million Americans are illiterate.

Robert E. Barnes, acting director of the Census Bureau's educational department, acknowledged that the study's benchmark of literacy was low. He said he didn't want to be accused of setting too high a standard.

"I could imagine giving people a three-page test and asking them to write a one-paragraph summary and have the result of 85 percent illiteracy, including college graduates," Barnes said. "So I don't think we found the right number. I think we found the floor."

Barnes was not exaggerating. Aptitude surveys invariably turn up some college graduates who can barely read and write.

□

The most recent survey, the results of which were made public this fall, was also presented on an optimistic note. The results showed the United States to be among the most literate nations on earth, the project leaders insisted.

But the results also showed that large numbers of high school graduates did poorly when it came to the higher levels of literacy such as problem solving, understanding written instructions or engaging in abstract or analytical thinking.

Billed as the most costly ($2 million) and detailed so far undertaken, the study was carried out by the National Assessment of Educational Progress, a federally supported project. The actual work was done by the Educational Testing Service of Princeton, N.J., which publishes the Scholastic Aptitude Tests (SATs) and the College Board exams.

The survey involved giving 90-minute interviews to about 3,600 subjects between the ages of 20 and 26. There are 21 million Americans in this group.

Some of the findings:

- More than 440,000 Americans in the 20-to-26 age group are so close to zero in reading ability in English that they cannot take a written test in English. In only half of these cases was the obstacle the fact that they did not speak English.
- Among Americans in their early 20s, only one in five can read or write better than the average seventh-grader.
- Less than 1/2 percent of all high school graduates can decipher an ordinary bus timetable. In fact, even college graduates had trouble; only 41 percent of them could give the right answer.
- One-third of all high school graduates do not know how to comply with a warranty notice packed with a clock radio. The notice stated, "When returning appliance for servicing, include a note telling as clearly and as specifically as possible what is wrong with the appliance." Asked to select among four sample notes the one that best complied with the instructions, a third of the high school graduates picked one that gave no information about the malfunctioning of the appliance.
- Only about 30 percent of high school graduates could add up the prices on a menu, figure the change and compute a 10 percent tip.
- Among young people who have completed two or more years of college, one of 200 reads below the fifth-grade level.

The study produced a couple of surprises. One was that high school dropouts do a bit better on aptitude tests a few years after leaving school than individuals of the same educational level who are still in school. Another was that neither the educational level of parents nor the amount of reading matter in the home during childhood had an appreciable effect on reading ability.

Nor did sex. The difference between men and women was too small to be significant, the report said.

□

Perhaps the most thorny social problem in the study's findings was what it said about blacks and Hispanics.

Blacks scored far below whites in every aptitude category, and the reading level of blacks in general was found to be below the eighth grade. The scores of Hispanics fell about halfway between blacks and whites.

In one of the questions in the study, the individual was handed a blank Social Security card and asked to sign his or her name in the appropriate space. About 1 percent of the blacks could not do it.

Nearly half the white and Hispanic high school dropouts who enroll in high school equivalency classes go on to completion, the study found. Only a fourth of the blacks do.

Differences among blacks, whites and Hispanics remained even after figures were adjusted for the education and background of parents and the age at which English was learned. In fact, taking these factors into account increases the point spread between blacks and Hispanics, since Hispanics tend to come from households where no English is spoken and where the educational level of parents is lower and poverty more severe than among blacks.

Actually, according to Sticht, the armed forces' consultant, this finding is nothing new. Ever since the Army began aptitude testing in World War I, more than 80 percent of the whites have made better scores than the average black, with Hispanics splitting the difference.

On the other hand, even though English is a second language for many Asians, many score, on the average, slightly above the whites, he said.

Although the reading level of all segments has crept steadily upward, the spread between the minorities has held remarkably steady, he said.

TUESDAY: War on illiteracy is waged on many fronts

Sample Question

Following is one of the questions asked in a survey of 3,600 persons between the ages of 21 and 26 as part of a survey by the National Assessment of Educational Progress, a federally supported project.

Question

Suppose you had $3.00 to spend for lunch.

If you order a Lancaster Special sandwich and onion soup, how much change would you get back? _____

How much should you leave for a 10% tip? ____

Soups — Made by our Chef Daily

Onion soup	.60
Soup of the day	.60
Vichyssoise in Summer	
[illegible]-burgers, broiled to order:	1.85
... of the finest Beef available, seasoned to perfection and served on a buttered bun	
Wine Cheddar-cheese burger	1.95
Blue-cheese burger	1.95
Pineapple burger	1.95
Bacon burger	2.10
Wine Cheddar-cheese & Bacon burger	2.25
Sandwiches	
Sliced Turkey—Garnished	1.30
Turkey Salad—Garnished	.95
Chicken Salad—Garnished	.95
Tuna Fish Salad—Garnished	.95
Sliced Beef Tongue—Garnished	1.50
Grilled Wine Cheddar-Cheese	.75
The Lancaster Special	1.95
Corned Beef, Melted Swiss Cheese, Sauerkraut on Seeded Rye ...Need we say more?	

Minimum Check at Lunch 1.00

Result

Only about 30% of high school graduates could add up the prices on a menu, figure the change and compute a 10% tip.

Who's To Blame For Illiteracy? Experts Disagree

By E.F. Porter Jr.
Of the Post-Dispatch Staff

What — or who — is to blame for the fact that so many Americans cannot read?

Experts are as sharply divided — and as vague — on the question as experts in other fields are on the causes of social problems such as child abuse and crime.

In general, educators tend to blame parents, and parents tend to blame the schools.

A common cause cited by educators is refusal of parents to acknowledge that a child has a learning disability.

Diana Schmidt, director of the Missouri Coalition for Adult Literacy, remembers that when she taught grade school, she had a pupil who had difficulty reading. She finally had his eyes tested and found he had poor vision. When Schmidt told this to the child's mother, the mother replied angrily, "David don't need no glasses."

Elaine Hrysko, reading specialist for the University City schools, says parents and children alike resist remedial measures. To be placed in a remedial or special program stigmatizes the child, they feel.

One 12th-grade English teacher, in a desperate letter to Ann Landers, told how she discovered that one of her students could not read or write. When she tried to put him in a remedial reading class, his parents stormed into the school and protested. When it was explained that he could not read, they threatened to sue the school for failing to teach him earlier.

Scores of reasons explain poor reading ability. Schmidt said one 17-year-old girl who could read only at the second-grade level had dropped out of school when her family moved from the suburbs to the city. She had attended a suburban private school through the second grade, and the public schools were never notified that she had moved to the city. She spent her childhood and adolescent years walking around Forest Park and skating at the Steinberg Rink.

Mary Henley, evaluation coordinator for the Missouri Department of Corrections, said the leading cause of reading problems among prison inmates, besides impaired hearing and vision and dyslexia (reading disability), is brain damage due to physical injury or drug use.

Chronic use of drugs such as PCP, LSD, cocaine, heroin and even alcohol typically cause permanent impairment of short-term memory, she said. "They cannot remember in the afternoon what they learned in the morning."

Some functional illiterates manage to function very well while living in mortal dread of discovery. Schmidt said she had had one student who operated a janitorial service but couldn't read his own business card.

Another was supervisor of the animals at a research laboratory with responsibility for reading labels and instructions and administering medicine. He lived in terror of the day he might be required to take a written test.

Low-level readers who rise to supervisory positions typically grow crafty about concealing their disability and often resort to bluffing. A typical ploy is to hand a written document to a subordinate while saying, "Here, I haven't got time for this. You read it and let me know what it says."

Schoolchildren who fall behind in reading often disrupt the class to camouflage their embarrassment. This results in even greater isolation and alienation, and consequently they learn less and less.

Although no one has yet compiled an estimate of the cost of adult illiteracy in America, the bills, marked due and payable, are beginning to come in.

In Massachusetts, Karen Morse, 20-year-old freshman at Salem State College, is suing the Henniker (N.H.) High School for failing to teach her to read and write. Morse graduated from the high school as a National Honor Society scholar in 1984, but claims she had to spend $17,000 for special tutoring at a private remedial institution near Boston after graduation in order to prepare for college.

Morse says she suffered from a form of dyslexia, which caused her to see written words backward, but it wasn't diagnosed until her junior year. She says she was allowed to cheat her way through school.

"I did a lot of taking other kids' papers, just erasing their names," says Morse. "I really didn't think about it. It was a question of survival."

Morse's suit is one of scores of similar legal actions that have been brought against school districts in recent years. Some of the cases involve athletes who dropped out of college without knowing how to read and write after playing out their eligibility.

On the opposite side are legal actions and rules demanding "dumbing down" of written material to a level intelligible to semi-literates.

Two years ago, a class-action suit in New York forced the federal Department of Health and Human Services to simplify Medicare appeal forms so that they could be read by anyone with an eighth-grade education.

The same year, A.H. Robbins, the pharmaceutical firm, was forced to put its instructions for use of an intrauterine contraceptive in language that could be read by the average fourth-grader.

Today, 28 states require insurance policies to be written at the 10th-grade level, and seven states have "plain language laws" for consumer credit contracts. In Oklahoma all ballot propositions must be cleared for clarity and simplicity by the state Department of Education.

But the most controversial "dumbing down" takes place in the elementary school textbook publishing industry, where efforts to bring materials down to the level of pupils has led to charges that it is contributing to illiteracy.

In California, for example, no reading textbook for the fourth grade or below may contain the words parrot, goat or zoo — even if the story is about a visit to the zoo. In addition, textbook writers must avoid words declared taboo by minority rights, women's rights and even anti-junk food lobbyists. Thus primers may mention birthday parties, but not birthday cakes.

Such meddling has taken its toll, according to some experts. Professor Jeanne S. Chall of the Harvard School of Education, in a study of school texts, found that "in the years the SAT (Standard Aptitude Test) scores went down, the year before the textbooks had also declined."

NON-FINANCIAL AGREEMENTS

MISSOURI COALITION FOR ADULT LITERACY

Diana Schmidt, Director

8346 Delcrest Drive, University City, MO 63124

1-800-521-7323

NON-FINANCIAL AGREEMENT

_____and_____and_____mutually agree to the exchange and coordination of information mutually beneficial to both parties in the effort to establish effective literacy programs within their respective regions.

_____ _____ _____

MCAL REPRESENTATIVE DATE

_____

MISSOURI COALITION FOR ADULT LITERACY

Diana Schmidt, Director

8346 Delcrest Drive, University City, MO 63124

1-800-521-7323

The following agencies signed the Non-Financial Agreement with MCAL.

Sedalia Public Library	SDA 4
Henry County Library	SDA 4
West Central Mo. Reg. Develop. Commission	SDA 4
Mo. Valley Hum. Res. Develop. Corp.-Marshall	SDA 4
Trails Regional Library-Lexington	SDA 4
Johnson County Adult Literacy	SDA 4
State Fair Community College	SDA 4
St. Louis Opportunity Clearinghouse	SDA 6
Job Service	SDA 6
Voc. Rehab.	SDA 6
Mid East Area Aging	SDA 6
Human Development	SDA 13
Job Service	SDA 13
Voc. Rehab.	
RSVP	
Gladstone Division of Employment	SDA 12
St. Charles Community College	
SDA 14	
Voc. Rehab. - ST. Charles	
Jeff. - Franklin Comm. Action Corp.	SDA 15
Office of Manpower - Jeff. Franklin Co.	
Division of Employment & Security	SDA 5
JTPA & ESC	SDA 7
SDA-1 - Area Voc. Tech. School	SDA 1
NW MO. AVTS	
SDA 3	

Community Services	SDA 3
Green Hills Resources Corp.	
Human Resources - Marshall, Mo.	
Benton County Child Welfare	
W.C. Mo. Resource Develop. Co.	
Clinton County DFS	SDA 1
Green Hills Planning Commission	